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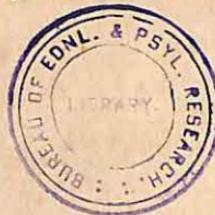
Handbook of Suggestions for Teachers

THE
Cumulative Record Card

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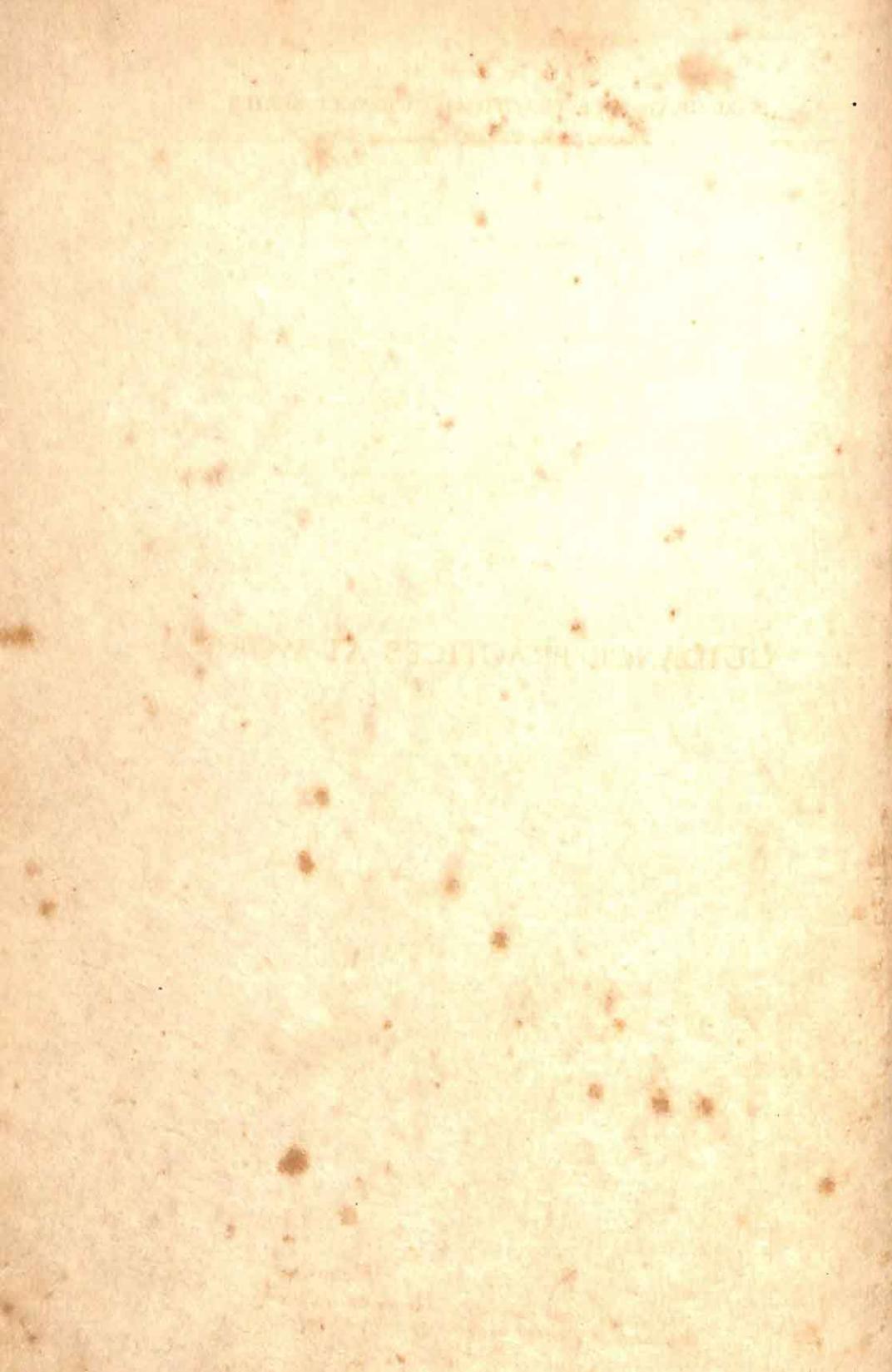
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McGRAW-HILL PRACTICAL GUIDANCE SERIES

FRANKLIN R. ZERAN, *Consulting Editor*

GUIDANCE PRACTICES AT WORK

*The quality of the materials used in the manufacture of
this book is governed by continued postwar shortages.*

McGraw-Hill Practical Guidance Series

FRANKLIN R. ZERAN, *Consulting Editor*



Erickson and Happ—GUIDANCE PRACTICES AT WORK

Erickson and Smith—ORGANIZATION AND ADMINISTRATION OF GUIDANCE SERVICES

Klein and Moffit—COUNSELING TECHNIQUES IN ADULT EDUCATION

GUIDANCE PRACTICES AT WORK

by *Clifford E. Erickson* PH.D., PROFESSOR OF
EDUCATION AND DIRECTOR, INSTITUTE OF COUNSELING, TESTING,
AND GUIDANCE, MICHIGAN STATE COLLEGE, EAST LANSING, MICH.

and *Marion Crosley Happ* B.S., M.A., TEACHER
OF REMEDIAL READING AND COUNSELOR

First Edition
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GUIDANCE PRACTICES AT WORK

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PREFACE

THIS volume presents descriptions of specific practices carried on in schools as part of their guidance programs. The materials come from many types and levels of education from all sections of the country. Nearly all aspects of guidance are illustrated by these practices.

The primary emphasis is on *guidance in action*. The materials were compiled by a staff member of each school and are descriptive of actual procedures in operation. Few changes have been made in the materials submitted. If any of the editorial changes have violated the meaning or intent of the original material, such changes were unintentional. In some cases it was difficult to determine the person directly responsible for the written description. No names are specified in these cases.

The practices were submitted as illustrative of activities that worked well in the school. The name of the person who submitted the report is included at the beginning of the description. The name and location of the school are also included. This plan has been followed in order that the staff member and the school staff receive the credit for the guidance practice described. It is also possible that some readers might be interested in securing additional information directly from the person named.

Inasmuch as these materials were collected over a period of years it is obvious that some changes in personnel and procedure have taken place. Since the report was submitted the school staff may have continued to improve the practice described. In a real sense this has been a cooperative effort. Hundreds of guidance-minded people have contributed time and effort to help other schools improve their guidance programs. This book is possible because of the cooperation of all these people.

CLIFFORD E. ERICKSON.
MARION CROSLEY HAPP.

EAST LANSING, MICH.,
EVANSTON, ILL.,
November, 1945.

CONTENTS

	PAGE
PREFACE	v
EDITOR'S INTRODUCTION	ix
CHAPTER	
1. AS PRACTICE DEFINES GUIDANCE	1
2. ORGANIZING THE GUIDANCE PROGRAM	10
3. EFFECTIVE ORIENTATION PRACTICES	48
4. THE ROLE OF CLASSROOM ACTIVITIES	68
5. THE ROLE OF CO-CURRICULAR ACTIVITIES	107
6. OCCUPATIONAL INFORMATION AND VOCATIONAL GUIDANCE	142
7. OCCUPATIONAL INFORMATION AND VOCATIONAL GUIDANCE (continued)	162
8. GUIDANCE IDEAS AT WORK	195
9. TECHNIQUES AND TOOLS	235
10. GUIDANCE PROGRAMS AT WORK	281
SELECTED BIBLIOGRAPHY	314
INDEX	315

EDITOR'S INTRODUCTION

SCHOOL administrators are becoming more and more interested in initiating and developing functional guidance programs within their schools. They are, however, confronted with staffs untrained in specific guidance practices. They recognize that individuals who have been especially trained to head such programs are needed and that other staff members should also receive training in the field of guidance. At the same time they have wanted to move ahead from where they are and with what they have. In-service training of staff members for their respective roles in the programs has been uppermost in the minds of both administrators and staff. But in the meantime none of them has wanted to neglect the needs of its pupils.

The authors have chosen guidance practices that are operating now or that have been successfully used in schools with developed programs. These schools cover a wide range of types; large, medium, and small; rural and urban; with or without specialists. None of these practices is offered in the hope that other schools will set up a "paper and paste" guidance program; rather, they should be considered suggestions that can be adapted to local conditions and serve as checks against going programs. For example, they might be used by guidance committees to evaluate their programs at faculty meetings, or as a basis for initiation or expansion of programs. Scarcely a phase of the problem has not been covered adequately in this "how to do" book.

FRANKLIN R. ZERAN.

Chapter I AS PRACTICE

DEFINES GUIDANCE

A wide variety of definitions of guidance has appeared during the past few years. In many of the approaches there is wide and violent disagreement. These varied points of view serve to illustrate the newness of the guidance movement and the lack of concise thinking on the exact kinds of activities that take place within the framework of the thing called "guidance." During the first few years, guidance was fighting for recognition. That period is over. The current problem has been to find the more exact role and place of guidance in the school program.

This variety of interpretation is clearly evidenced by the statements made by school people about the purposes of their guidance programs. From these definitions and from the descriptions of specific practices, it is evident that guidance is not easily defined, nor can it be clearly set apart from many of the other activities of the school. It is becoming increasingly clear that the guidance program serves two important functions:

1. It provides a program of supplemental services beyond those now being carried on by the school.
2. It helps the members of the school staff do their jobs in more effective ways. The guidance program makes it possible for teachers to learn more about pupils, to learn how to use tests and records more effectively, and in many other ways attempts to be of service to teachers.

Both of these functions are illustrated in some of the definitions that follow. At this point, another important factor should be

pointed out. Each school must develop *for itself* understanding of and agreement on the purposes and place of the guidance program. Since it colors all the work of the school, its place must be cooperatively determined by the entire staff of the school.

The Occupational Information and Guidance Service of the U.S. Office of Education has developed a definition of guidance and a structural analysis of its activities which are becoming increasingly accepted. Guidance is defined as "the process of acquainting the individual with various ways in which he may discover and use his natural endowment, in addition to special training available from any source, so that he may live, and make a living, to the best advantage to himself and to society."¹

The Occupational Information and Guidance Service of the U.S. Office of Education suggests the following six activities to be carried on by a guidance program.²

I. OCCUPATIONAL INFORMATION

- A. To secure information concerning local occupational requirements and opportunities
- B. To organize and prepare for presentation the information secured relative to local occupations
- C. To present a general background of occupational information including requirements, opportunities, and trends, locally and in the nation as a whole

II. PERSONAL INVENTORY

- A. To secure information about individuals by means of reports, records, tests and measurements, and personal interviews
- B. To record through the use of a cumulative record system information including
 - 1. School record
 - 2. Tests and measurements
 - a. Intelligence
 - b. Achievements
 - c. Aptitudes
 - d. Interests
 - 3. Social and economic background
 - 4. Trait ratings

¹ STUDEBAKER, J. W., "The Occupational Information and Guidance Service: A Report of Progress," *Occupations*, vol. 17, no. 7, p. 587, April, 1939.

² Occupational Information and Guidance, U. S. Office of Education, Vocational Division, *Bulletin* 204, pp. 29-30, 1939.

5. Occupational experiences
6. Recreational activities
7. Physical and health data
8. Other significant information

C. To interpret personal inventory data as a basis for counseling by utilizing and extending the cumulative record system

III. COUNSELING

- A. To assist the individual in the interpretation of his personal data
- B. To assist the individual in the identification of his major problems—vocational, educational, avocational, and personal
- C. To assist the individual in the planning of possible solutions to his problems
- D. To help the individual in making a start toward carrying out these plans
- E. To help the individual, when necessary, in the modification of his plans

IV. EXPLORATION AND USE OF TRAINING OPPORTUNITIES

To secure, record, and disseminate information concerning available training opportunities at all levels for all educational and occupational fields

V. PLACEMENT

- A. To assist individuals in securing employment through established agencies or direct service of the school or both
- B. To help individuals find part-time job opportunities

VI. FOLLOW-UP

- A. To maintain contacts with all school leavers (graduates and dropouts) for a period of years for the purpose of rendering further aid and assistance
- B. To check individual achievements for the purpose of evaluating and improving the guidance program
- C. To furnish information as a basis for the evaluation, and possible revision or enlargement, of the educational program in the light of school leavers' experiences

There is little value in reproducing all the different interpretations of guidance. However, it is appropriate to select those definitions that signify different points of view. The remainder of this chapter will present definitions of guidance developed by specialists in the field, by school administrators, and by teachers.

Guidance Practices at Work

CARL M. HORN

CHIEF, OCCUPATIONAL INFORMATION AND GUIDANCE SERVICE

STATE BOARD OF CONTROL

LANSING, MICHIGAN¹

Guidance is the process of assisting the individual in determining, analyzing, and understanding his interests, aptitudes, abilities, limitations, opportunities, problems, and needs, and in light of this knowledge to make wise choices and adjustments in order that he may better serve society and live more happily.

THE NATIONAL VOCATIONAL
GUIDANCE ASSOCIATION²

Vocational guidance is the process of assisting an individual to choose an occupation, prepare for it, enter upon the work, and make progress in it. It is concerned primarily with helping individuals make decisions and choices involved in planning a future and building a career—decisions and choices necessary in effecting satisfactory vocational adjustments.

DOROTHY BEAUMONT

JOHN BURROUGHS JUNIOR HIGH SCHOOL

LOS ANGELES, CALIFORNIA

The entire guidance program is organized to assist boys and girls to develop to the fullest their capacities, interests, and talents in order to prepare them to take their places as fine citizens of our country.

In our attempt to define the functions of guidance as they relate to other phases of the teacher's instructional program, we planned

1. That guidance would include the social, personal, educational, and vocational adjustment of the individual
2. That guidance would emphasize the individuality of the child as well as the interests of the group
3. That guidance was not something which should be provided only for problem children, but a program in which all children should be included

¹ HORN, CARL M., *Wartime Guidance in Vocational Education*, p. 2, American Technical Society, Chicago, 1943.

² "The Principles and Practices of Educational and Vocational Guidance," Report of the Committee of the National Vocational Guidance Association, *Occupations*, vol. 15, pp. 772-778, May, 1937.

4. That personal guidance, to be most effective, should prevent rather than cure.
5. That the classroom teacher should be the one to do most of the guidance work.

LOY NORRIS

SUPERINTENDENT OF SCHOOLS

KALAMAZOO, MICHIGAN

The aim of our high-school counselors is to serve the school by helping each child in his adjustment to life—helping him to discover his abilities and aptitudes; and by guiding him in his choice of courses and activities, to give him the greatest chance for success in his high-school course and to prepare for his greatest future efficiency as an independent, happy, and useful member of society.

CORA E. HAMPEL

BERKELEY HIGH SCHOOL

BERKELEY, CALIFORNIA

It is the aim of the counseling system to extend to each individual in this large high school the intimate personal relation and intelligent care which will ensure his greatest chance for successful adjustment to his environment.

CHARLES E. McCLARD

SENIOR HIGH SCHOOL

LIBERTY, MISSOURI

Guidance, as applied to the secondary school, should be thought of as an organized service designed to give systematic aid to pupils in making adjustments to various types of problems which they must meet—educational, vocational, health, moral, social, civic, and personal.

MARK D. GORDON

JOHN ADAMS HIGH SCHOOL

CLEVELAND, OHIO

Guidance helps pupils to establish appropriate goals and to develop plans for their attainment. It supplies the motif for the weaving of a life.

VOCATIONAL HIGH SCHOOL
QUEENS, NEW YORK

The two major aims of guidance are the discovery of individual differences, capacities, interests, and needs and the application of this information to curricula and to activity planning. The guidance program is an organized effort to bring to the student those services which will assist him to develop in body, mind, and character to the limit of his individual capacity for growth.

WHITTIER UNION HIGH SCHOOL
WHITTIER, CALIFORNIA

The philosophy of the school: the entire personnel of our school shall consider each child as an individual with different capacities and abilities which are to be developed to the fullest possible extent.

PUBLIC SCHOOLS
HERCULANEUM, MISSOURI

Guidance attempts to foster a program of education which makes possible better learning and teaching situations by and through an extension of educational services which harmonize with the needs and interests of youth.

A. L. DONLEY
WASHINGTON HIGH SCHOOL
WASHINGTON, NEW JERSEY

Guidance may be defined as the conscious attempt on the part of the school and all its agencies to direct the participation of pupils in the worth-while extracurricular and curricular activities toward the attainment of definite, sound objectives. Guidance involves the sympathetic understanding of pupil interests, aptitudes, and abilities, together with the conscious effort to help each pupil make the most of them. Guidance is not something which the teacher *does* to the pupil. It is a process whereby the teacher encourages the pupil to have the desire and the power to do something for himself.

JOHN GUILILAND
PUBLIC SCHOOLS
AURORA, MISSOURI

We have this basic philosophy in mind at all times: there is no substitute for the proper relationship that should exist between teacher and pupil.

ROBERT E. CAREY
YONKERS PUBLIC SCHOOLS
YONKERS, NEW YORK

The Aims of Guidance

1. To have the individual understand his intellectual, social, moral, and economic relationships
2. To have the pupil understand the relationships between education and work, and to utilize to the best advantage the opportunities of the school
3. To assist the pupil in gaining a knowledge of occupations and occupational relationships
4. To help the pupil to realize the relationship between worthy character and success in life and to strive to develop those character qualities essential to all phases of endeavor
5. To have the pupil consider his own possibilities in the light of successful vocational and educational adjustment
6. To assist boys and girls to select such curricular and extra-curricular offerings as will adequately develop their social, physical, mental, and educational potentialities to the end that each boy and girl will be able to direct himself into the field of work or advanced study in which he will be able to render the greatest service and in which he will find the maximum of happiness

F. N. JOHNSTON
CLINTON HIGH SCHOOL
CLINTON, IOWA

Purpose of Guidance

Primary Objective.—To provide stimulation through individual counseling whereby students may be guided into serious thought of their future.

Ultimate Objective.—To equip students with an outlook on life which will enable them to become socially, mentally, and vocationally well-adjusted citizens of our modern society.

W. S. BENNETT

PUBLIC SCHOOLS

MARCELINE, MISSOURI

The purposes of our guidance program are fourfold:

1. To help students improve their personal qualities to the extent that they are friendly, courteous, cooperative, and trustworthy
2. To aid students in selecting suitable vocations and in determining their own capacities and limitations for those vocations
3. To develop in students effective expressional ability through voluntary participation in discussion groups or forums
4. To aid teachers in understanding and helping students

LOUISE M. HOLLON

SENIOR HIGH SCHOOL

SHAKER HEIGHTS, OHIO

The guidance program has five main objectives:

1. To help the student see the importance of a strong, healthy body
2. To discuss with the student his outstanding traits of personality and his personal problems
3. To assist the student to form the right habits of work and conduct and to help him develop high ideals of behavior and living
4. To expose each student as effectively as possible to the educational and vocational opportunities of the school and to help him make the best adjustment to these opportunities
5. To provide opportunities, curricular and extracurricular, by means of which the student may discover and develop interests which will provide enjoyment and recreation, thus making life more worth while to him

Conclusions

These definitions exhibit the variety of approach of different individuals, schools, and organizations in attempting to define guidance. They show clearly that guidance permeates almost every activity of the school. There is ample evidence of the extent to which guidance is concerned with the *total development* of pupils. These statements of the guidance concept refute the criticism made by some that guidance is narrow or concerned only with the vocational development of pupils. It is evident that these school staffs are attempting through guidance to find better ways to serve their pupils.

Chapter 2 ORGANIZING

THE GUIDANCE PROGRAM

THE *definition* of guidance must be translated into a *form of organization* if the job is to be done. The descriptions which follow illustrate many specific "ways of doing." They do not show the entire organization for guidance in any school, but are devices used as part of the total plan of organization. Their inclusion in this book is not to suggest their adoption by other schools. They show some methods used by various schools for the achievement of the guidance purpose. It is probable that some schools may find it possible to modify these practices so that they can be used locally. It is hoped that the guidance practices presented will prove helpful in stimulating more effective activity.

It should be emphasized again that the responsibility for building a guidance program rests with the administration and all members of the staff. This kind of cooperative all-staff planning takes time and cannot be hurried. It must be preceded by a careful study of the over-all picture before any decision to go ahead is made. It must be started in such a way that the entire staff participates in the process. A sound program can result only if an "of the faculty, by the faculty, and for the welfare of the pupils" attitude is taken.

The materials that follow show some of the ways in which a guidance program can be started with faculty understanding and cooperation.

Getting Guidance Started

T. N. THOMAS

LAKEVIEW SENIOR HIGH SCHOOL
BATTLE CREEK, MICHIGAN

Our superintendent of schools has always been interested in guidance activities and has selected teachers who were interested in pupil problems and who had been able to help pupils as individuals. As a result, a great deal of very good incidental guidance has always been taking place in our school. Recently, however, it became apparent that we needed to intensify our efforts in guidance and also to organize ourselves more carefully if we were going to do an effective job in this area.

We started off with a preschool conference during which much attention was given to the problems and procedures involved in improving our guidance program. Two consultants met with the faculty. Preliminary plans were laid and some of the first steps marked out. Four faculty members were selected to serve on a guidance committee which was composed of people with training, interest, experience, and ability in the field of guidance. All four were to have a free period daily and the schedule was arranged so that they could all meet at the same time. The following outline indicates the progress we made in seven months.

I. PURPOSE

To give help to each person individually, and as a member of a group to enable him to make wiser choices and better adjustments in and out of school

II. ORGANIZATION

A. *Guidance committee*

1. Members
 - a. Four teachers as counselors
 - b. The principal is responsible for the follow-up of the graduates
2. Training of counselors
 - a. The counselors have received both academic training and practical experience in the field of guidance
 - b. The committee has received expert help from two consultants

B. Faculty

All faculty members participate actively in various ways to carry out the objectives of the program

C. Students

1. Orientation to the program

- a. By the teacher in the classroom
- b. By their counselors

2. Division

a. According to their school year

1) A counselor for the seniors

2) A counselor for the juniors

3) Two counselors for the sophomores

b. They remain with the same counselor all through senior high school

Each counselor stays with his or her group until it graduates, and then starts again with the incoming sophomore group

III. STUDENT PROBLEMS STUDIED**A. Purposes**

1. To help the students analyze their problems
2. To find out what the problems are that the students are facing
3. To aid the students in finding a solution to these problems

B. Statements

1. The students are asked by their teachers to state any problem and question with which they are trying to deal
2. These statements may or may not be anonymous as the student wishes

C. Faculty participation

1. To obtain the statements and questions from the students
2. A committee of three teachers to summarize and tabulate the problems
3. A presentation of this summarization and tabulation to the rest of the faculty for discussion
4. A follow-up by the counselors and teachers to aid in finding solutions to these problems

IV. TESTING PROGRAM**A. Purpose**

To be used as a supplement in obtaining information for the over-all guidance of the students

B. *Kinds of tests*

1. Intelligence
2. Interest
3. Achievement
4. Aptitude
5. Personality

C. *When given*

1. Intelligence and achievement test scores are recorded in the first and eighth grades, and whenever necessary in other grades
2. Interest tests are given in the ninth and eleventh grades
3. Aptitude and personality tests are given to those students who show a need for such information

D. *How given*

1. The interest inventory is given in the classroom by each teacher
2. The other tests are given by the teachers who have an interest and who have had experience

V. OBTAINING INFORMATION

A. *What information?*

1. Vocational
2. Educational
 - a. Special training schools
 - b. Colleges and universities
3. Military services

B. *How obtained*

1. Students write to various sources for pamphlet material as part of their classwork
2. The librarian orders material in book form
3. The teachers gather information for their own particular fields of interest

C. *Kinds of material obtained*

1. Pamphlets
2. Books
3. Films
4. Resource people (names and addresses)
5. Catalogues

D. *Filing the information*

1. All material is filed in one central place
2. The librarian is responsible for the material as it arrives at the school

VI. COUNSELING

A. *Types*

1. Vocational
2. Educational
3. Personal

B. *Organization*

1. Each counselor has a free period for counseling students
2. Each student has at least one interview with the counselor during the year
3. The student is permitted to be excused from his class at the time of his interview

C. *Referral system*

1. Each teacher has an opportunity to counsel students in the field of his interest
2. The students are referred to a teacher of a particular field if the student shows an interest in that field

D. *Student folders*

1. Contents
 - a. Grades, beginning with the first grade
 - b. Attendance records, beginning with the first grade
 - c. Information obtained through counseling
 - d. Tests taken for guidance purposes
2. Availability
 - a. Available to any member of the faculty at any time
 - b. Information is filed by any member of the faculty as he or she obtains valuable material

VII. FACULTY PARTICIPATION

A. *In the classroom*

1. Administering tests
2. Guidance in the classroom
3. The study of vocations as a class project

B. *Outside the classroom*

1. Studying the needs and problems of the students
2. Aid in setting up the program
3. Compiling information material

Organizing Guidance Councils

MAUD WILSON DUNN

LONG BEACH CITY SCHOOLS

LONG BEACH, CALIFORNIA

Here is a proposal for the organization of a guidance program in the elementary schools through the use of a guidance council.

<i>Individuals</i>	<i>Title</i>	<i>Term of Office</i>	<i>Manner of Selection</i>
Superintendent Director of elementary schools Coordinator of curriculum and child welfare Teachers (three from each division)	(1) Chairman (1) Vice-chairman (1) Secretary (6) Members	Indefinite Indefinite Indefinite Two years (elections to be held in February. Draw for terms of 1 and 2 years the first time)	Appointment Appointment Appointment To be elected by teachers from a list of 12 nominated by the general supervisors
Nurses	(2) Members	Two years (elections to be held in February. Draw for terms of 1 and 2 years the first time)	To be elected by the nurses
Librarians	(2) Members	Two years (elections to be held in February. Draw for terms of 1 and 2 years the first time)	To be elected by the librarians
Counselors	(2) Members	Two years (elections to be held in February. Draw for terms of 1 and 2 years the first time)	To be elected by the counselors
Principals	(4) Members	Two years (elections to be held in February. Draw for terms of 1 and 2 years the first time)	To be elected by the principals
Supervisors Kindergarten-Primary Intermediate Attendance Health	(4) Members	Two years (elections to be held in February. Draw for terms of 1 and 2 years the first time) Indefinite	Appointment

This would be the membership. Others might attend upon their own volition or upon invitation. Committees would be appointed for work on special problems. School committees might be organized under the leadership of the respective principals.

FUNCTIONS OF THE GUIDANCE COUNCIL

1. To stimulate interest and furnish leadership in the articulation and coordination of the guidance services in the elementary schools
2. To serve as an advisory, deliberative, consultative body

3. To serve as a clearing house for the consideration of ideas, suggestions, and problems on guidance as they pertain to the elementary schools
4. To recommend for consideration by elementary schools worthy studies, techniques, procedures, and practices in guidance
5. To study suggestions and problems relating to better articulation in guidance between elementary and secondary schools
6. To meet with the Secondary Schools Guidance Council and consider certain common problems relating to guidance, including the articulation of guidance services between elementary and secondary schools
7. To appoint committees which shall report to the council on specific problems pertaining to guidance
8. To review the work of these committees
9. To meet with committees on the curriculum and to consider certain common problems relating to instruction

Guidance from Within

H. R. BENNETT
 OSWEGO PUBLIC SCHOOL
 OSWEGO, NEW YORK

Guidance programs often develop spontaneously within a school system. In such instances there are excellent chances of success. This is an example of such a development.

Some time ago the writer began the organization of a guidance department. Eventually, this also involved research. To ensure more lasting results, it was believed that such a department should be something that could evolve from within the personnel, not something that would be placed upon it from above. It was felt that the program should be entirely cooperative and democratic.

With this in view the organization of such a department, as well as the philosophy stated above, was made known to the teaching, supervisory, and administrative personnel, and then the writer "sat himself down" and waited three weeks for things to happen. Then, a sixth-grade teacher asked him to determine whether a commercial test of supplementary reading was satisfactory. This he did by using the scores made on the supplementary reading test

and those from a standardized reading comprehension test which he administered, and by working out a correlation. Since that time he has had more than he can do. As soon as the teachers, principals, and supervisors felt that this was a service department, and that no "checking up" was involved, requests began to come in. Up to the present time we have made an occupational survey of the city, a youth-who-leave-school survey, and have carried on a number of other projects.

Guidance to Meet the Needs of First Graders

ALICE T. BEAVER

GLEN ELLYN PUBLIC SCHOOLS
GLEN ELLYN, ILLINOIS

Q The character of guidance services rendered at the primary level are of special interest to teachers and parents. A step in the right direction in the first grade is of the greatest importance.

In the summer the parents of prospective first graders receive the following letter:

To Fathers and Mothers of First-grade Children:

We shall be happy to work with your child in our first grade next September. We know that you are as anxious as we are to have this first year at school prove a happy and successful experience. In order that we may do our best in an educational way, we need to have healthy, happy, self-reliant children. The preschool round-up is doing much toward ensuring that we will have healthy children. Quite as important as the child's physical health are a number of other things which will facilitate progress in school. Will you please check over these further points that will contribute toward a more satisfactory adjustment for your child in his new experience?

1. Can your child dress and undress himself alone?
2. Has he learned to put on his own rubbers and overshoes?
3. Is he ready to meet happily the experience of being left by his mother in some place besides his home?
4. Has he had too much attention from adults, or has he learned to amuse himself?
5. Has he learned to drink from a bubbler without touching his lips to the fountain?
6. Will you see that any nap adjustment is made a few weeks before school begins?
7. Is he sufficiently mature to be interested in doing things with his hands?
8. Does he listen quietly to stories and music?

9. Have you fostered the idea of going to school as a pleasant thing to do?
10. Does he have good toilet habits?
11. Do you give him an opportunity to put his ideas into words, listening attentively while he tells about the things he sees and does?

When the actual day for starting school arrives, everything should be kept happy and serene from the time the child wakes up. Irritability should be ignored rather than punished.

We shall be happy to have you come in and talk over any of these points with us.

This second letter is sent to the parents when the child comes to school:

To Fathers and Mothers of First-grade Children:

We are very happy to welcome your child into our first grade. How can we help one another to make this new experience a satisfying and profitable one?

Will you please think over the following points and do all you can to help your child adjust promptly and easily to school life?

1. The child should always go to the toilet the last thing before starting to school.
2. He should know when and how to use a handkerchief. The handkerchief should be marked, and he should have a pocket in which to carry it.
3. He should be able to recognize and put on his own rubbers or galoshes. All these should be distinctly marked and large enough for him to manipulate easily.
4. When he comes home from school, do not ask him what he has learned today. He will tell about his experience later, so wait until he brings it up.
5. After the first morning, it is often best to send him with some older child, or with some adult other than his mother.
6. Tell the teacher if the child is definitely left-handed.
7. Never discuss the child with the teacher, principal, or anyone else when the child is present.

During the first week of school, the Metropolitan Readiness Tests are administered to all first-grade children. Following this, each child is given the Stanford-Binet individual examination.

This procedure, though very time-consuming, seems to be justified. The first-grade teachers comment, "Because of these tests, we know what to expect from individual children." After two or three months, children who are not progressing at a rate indicated by their test results are referred to the nurses who recommend to the parent that these children be examined by a physician and by an oculist. It is hoped that this careful checking during the first year will prevent many cases of retardation.

Children who did not complete all of the first-grade work last year were sent on into the second grade but continued working at their individual ability levels. Their work has been carefully supervised; achievement test results and teachers' comments indicate that these children have made considerable gains this year. Some have already caught up with their class and others will have done so by the end of the third grade.

Guidance services have been extended to children who, for reasons of health, have to be taught at home. Materials have been provided and suggestions made for a plan of study. Visits have been made to the homes of these children, and in some cases appropriate schools have been located which the children can attend.

Children transferring to this system often are faced with the problem of being either advanced or retarded a half grade since we do not have classes beginning in midyear. Such children have been given achievement tests to determine their level of achievement and intelligence tests to determine their level of general ability. After contacts have been made with the schools from which they are transferring, the decision as to placement is made in conference with the parent, the teacher, the principal, and the guidance director. It is felt that very satisfactory adjustments have been made in this way.

The spring program is largely devoted to making plans for the summer for individual children. This may involve making arrangements for summer school, tutoring, work at home, or summer camp. Where children are unable to pay for what they seem to need, scholarships are secured when available, or other provisions are made.

It is felt that the guidance service has been very valuable in gathering and coordinating scattered information about individual

children. There is no hesitation in cutting across hard and fast lines or upsetting "policies" when such procedures seem best; our aim is to provide for the needs and interests of individual children.

Guidance to Meet the Needs of Pupils Entering High School

MILTON R. WEAVER

LONG BRANCH JUNIOR HIGH SCHOOL

LONG BRANCH, NEW JERSEY

In our orientation classes we stress behavior and attitudes which come under the following headings:

1. Social behavior in the school
2. Social behavior in the home
3. Social behavior in the community
4. Social behavior in business

The time required to complete the program is about ten weeks.

A part of this program is the exploration of a pupil's field or fields of interest. To assist in doing this we give each child an interest test. With the results we check to see whether or not each child is really interested in the field that he indicates. The children use the library to discover, to explore, and to collect information about trades and professions in which they are interested. Each child develops a booklet about his or her career. He pays particular attention to the requirements necessary in the vocation he chooses, to scholastic standings, courses needed, and further training beyond high school. As a result of this exploration period, the child is better prepared to select a high-school course. In reality he is making his own tentative decision for his future.

The last two weeks are devoted to the selection of courses for the ninth grade or high-school level. The guidance instructor checks each program on the basis of interest and scholastic ability, but under no condition does the adviser insist upon a given program for any individual. The final choice is made by the pupil. We feel that the children are now better prepared to enter high school because they have more definite plans.

A Plan for a Child Guidance Clinic

GENE THOMAS
VINE SCHOOL
KALAMAZOO, MICHIGAN

There are many kinds of guidance services which can make important contributions to the lives of students as well as to parents.

Our child guidance clinic was established in the Vine School in the fall of 1940. Through the cooperation of the Michigan Hygiene Society, the Kalamazoo State Hospital, and the Kalamazoo Board of Education, a plan was devised for the establishment of a child guidance clinic in the public school system. As part of the plan, the Kalamazoo State Hospital provides the services of a psychiatrist and a psychologist, while the Kalamazoo Board of Education provides the services of a visiting teacher. The services of a school nurse are available if they are needed. The clinic is held on Wednesday of each week. An unused classroom is used as the reception room and, on occasion, as a conference room. The health room is used for both physical and psychological examinations.

When a child who seems to need clinical treatment is discovered, he is referred to the visiting teacher. Most of the referrals are made by the classroom or home-room teachers. After referral, the visiting teacher gets in touch with the parents to see if they are aware of the child's difficulty. They are then invited to make use of the facilities of the clinic. No child is admitted to the clinic without the full cooperation of the parents. Before, during, and after the period of clinical treatment the full cooperation of all persons interested in the child is sought. When all pertinent data have been collected, a diagnosis is made. Following this, conferences are held with specialists, teachers, and parents, and a program of treatment is recommended.

Perhaps the greatest service rendered by the clinic has been the interpretation of the child to his teachers and to his parents. The clinic also provides teachers with excellent training in good mental hygiene. Furthermore, the clinic, because of its convenient location, focuses the attention of experts, teachers, parents, and community agencies upon the child without removing him from surroundings which are familiar to him.

Practical Suggestions for Group Advisers

CHARLES W. LAFFIN
 QUEENS VOCATIONAL HIGH
 SCHOOL
 NEW YORK, NEW YORK

Advisers, counselors, and other guidance workers are often at a loss as to just what they are to do and how they are to do it. In the following description are many suggestions for various kinds of situations.

I. DUTIES OF GROUP ADVISERS

- A. To aid in the adjustment of the students in their activities in and out of school so that they will attain maximum achievement and personal development
- B. To interview pupils in the assigned group; to advise and counsel them on their objectives and educational program
- C. To cooperate with the guidance department in adjusting individual cases
- D. To coordinate the work of the grade as it affects the pupils in the adviser's charge
- E. To cooperate with parents, counselors, attendance officers, and other special agencies concerned with the pupils' adjustment
- F. To study and check the personal records of the pupils in the adviser's group
- G. To enter on the new cumulative record facts and anecdotes bearing on the pupils' actions and reactions in and out of class so that other workers may have a sound basis for advice or decisions

II. AIMS OF THE INTERVIEW

- A. From the point of view of the pupil
 - 1. To establish in the pupil's mind a friendly attitude so that he will understand that it is not a disciplinary device, but an attempt to help him be successful and happy
 - 2. To show him the underlying basis for all success and the particular requirements necessary for success in his field of work
 - 3. To encourage him to believe in himself and in the opportunities open to him
- B. From the point of view of the adviser
 - 1. To get, without cross-questioning, his history, his educational, social, and vocational background, and his family circumstances
 - 2. To gauge his personality through his responses
 - 3. To discover any personality traits that will work against his success

4. To develop a spirit of cooperation with teachers and the medical department by showing that everything done for the pupil, or asked of him, has a rational basis
 - a. That health is essential for success, and the correction of defects is the first step to health
 - b. That every subject in the curriculum has something to contribute to the pupil's development—if not to actual preparation for a specific trade, then as an aid to his general development

Democracy in the Choice of Advisers

JOHN SWINNEY
PAXTON PUBLIC SCHOOLS
PAXTON, ILLINOIS

¶ *This suggestion has several interesting and worth-while possibilities. More effective pupil-counselor relationships are possible.*

In our school the students are allowed to select their adviser in so far as it is possible. A student makes his choice of an adviser and then seeks out the teacher. If that particular teacher's group is less than twenty-five, the pupil may have his choice. If the group is larger than that, the student must then make a second choice. If his second choice is filled, he must make a third choice, and so on. We find that this democratic practice produces excellent results from a guidance point of view.

Publicizing Counseling Services

FRANCIS L. BACON
EVANSTON TOWNSHIP HIGH
SCHOOL
EVANSTON, ILLINOIS

¶ *The following bulletin is issued as a general notice to all students in the Evanston Township High School.*

COUNSELING SERVICE

It is important that students seek and obtain information and counsel concerning questions and problems which occur from time to time. For most of these matters the home-room director is readily available as a chief counselor. Additionally, each pupil has an assigned general adviser; also, each of the regular teachers is a source of friendly counsel.

There are also other opportunities for counsel. These additional persons are named as available especially for guidance in respect to careers and career preparation or training. If you should be concerned with any of these specific fields, do not hesitate to seek the guidance of these special counselors. They will be pleased to serve you.

College catalogues and the "Handbook of American Universities and Colleges" are available in each of the first-floor home rooms, the main office, and the library. The library also contains much other material on colleges, careers, and occupations. There is also the college problems class for seniors. The visits of college representatives are announced in the daily bulletins, and individual appointments with them may follow the general conference period.

A special bulletin with information about 101 colleges is now available at the school store. Two copies are posted in each home room for reference.

There follows then a list of the special counselors and where they may be found at given times.

An Adviser System Which Produced Results

MATTHEW P. GAFFNEY
NEW TRIER TOWNSHIP HIGH
SCHOOL
WINNETKA, ILLINOIS

¶ This school has had many years of experience with the home-room plan. Its record of experience is worth careful examination.

Upon entering New Trier as a freshman, each pupil is assigned to an adviser group. In this group there are thirty to thirty-five other freshmen of the same sex who will, under ordinary circumstances, be together for four years. Each of these is selected so that there will be an equal distribution of advisees with respect to their home villages, intellectual abilities, educational and vocational interests. This group meets each school day for at least twenty minutes at the beginning of the day, when routine matters of attendance and minor discipline are handled and the school bulletin, records, grades, and registration are used. This group further serves as a unit to elect representatives to the student council and to compete with other groups in all the various intramural sports and activities.

In charge of each group is an adviser of the same sex as the group who remains in charge during the entire four years. This adviser will become familiar immediately with all the available records and material concerning each pupil and his grade-school life. He will visit the advisee's home and become acquainted as quickly as possible with the parents or guardian. He will keep a folder for each advisee into which will go all records and memoranda concerning the advisee and will notify the home immediately

should such records necessitate it. In his capacity as adviser he is empowered to act as the first contact with the home in all situations and may pass on the adequacy or inadequacy of an excuse for an absence or a tardiness. In a like manner he may determine the degree of seriousness of a disciplinary offense. He is essentially the personal representative for each advisee and acts as his advocate as well as his guide.

For each of the four classes there are two adviser chairmen, one man and one woman. The man acts as coordinator for the boys' group and the women for the girls'. These eight adviser chairmen do not progress with the classes but are considered as experts on the problems and situations inherent in the particular school year over which they exercise control. The chairmen supervise class elections and guide the activities of the class as a whole. They also act as the second point of contact with the homes, for when a case of failure, discipline, tardiness, or other maladjustment becomes acute, it is understood that the adviser refers the case to the chairmen. Their usual procedure in such situations is to write to the home and possibly request an immediate visit from the parent.

The deans, one for the boys and one for the girls, form the third point of contact with the home, and each assumes responsibility for the entire personnel under him. To them are referred all cases that fail to respond to the efforts of the chairmen. Upon them rests the responsibility of the proper assignments of advisers and advisees and of all other adjustments necessary to maintain an efficient functioning of the entire system.

The building up of such a plan involved certain assumptions—among others, that individual teachers can administer guidance functions. With no means to train such advisers at the beginning, it was often doubted whether such a plan could be made to succeed. The greater part of the active faculty is engaged in some form of guidance work and, although at present it is possible to train newcomers by using them as apprentice advisers for a year or so, a great majority of our advisers are self-trained. Since a large percentage of the faculty is composed of men, the subsequent expense in salary is obvious. Furthermore, the distribution of the teaching load so that each person acting in the system is assigned one less class involves considerable expense. Beyond this, the fact that the

responsibility is so equally apportioned that "the school is no stronger than its weakest adviser" necessitates the employing of uniformly high grade instructors. It has been found that only a few excellent advisers or many excellent advisers and a few mediocre ones tend to nullify the best of our efforts.

One feature often overlooked is the humanizing effort of the dual responsibility for the conduct of a class and the progress made in a specific subject. The further responsibility of guiding, counseling, and reclaiming other students, as well as being in constant touch with home and community situations and parental temperaments, inevitably creates a better balanced, more efficient, and more human teacher. The dwindling numbers of serious disciplinary problems and the unmistakable rise in academic proficiencies have apparently more than repaid the extra load to the teachers and the extra expense to the taxpayers made necessary by the use of the adviser system.

An Advisory System at Work

P. R. SPENCER
CENTRAL HIGH SCHOOL
TRENTON, NEW JERSEY

Here is another type of advisory system which is successful.

The complete advisory personnel of Central High School consists of home-room teachers, fifteen regular teachers selected for special advisory work, and five occupational and vocational guides.

A. Educational guidance

1. The personal adviser of a pupil is the home-room teacher. He is expected to guide the pupil in selecting courses, to encourage the pupil to do his best in his scholastic work, to seek the cause of a pupil's failure, and in consultation with the recitation teacher, to attempt to suggest remedies
2. Fifteen special advisers work with the home-room teachers. Each special adviser has a number of home rooms over whose advisory activities he has charge. The home-room teacher calls on the special adviser in difficult cases

B. Occupational guidance

1. Girls

- a. The occupational guidance course for sophomore girls embraces three phases of the field—occupational, educational, and personal

- b. In occupational guidance, to which most of the time is devoted, the pupil investigates occupations in which she is interested in order to determine the occupation she would like to follow. In making her choice she must consider her ability, the amount of training required, places where it may be secured, and the family's financial status if college training is necessary for the choice
- c. After she has selected the occupation, or the field of her interest, she plans her course for her junior and senior years in order that she may take the subjects that will help her most
- d. The final part of the course is devoted to the improvement of personality
- e. Junior girls are given a course in guidance in which emphasis is placed on educational and personal aspects

2. Boys

- a. All sophomore boys are scheduled for occupational guidance one period each week for one semester
- b. Each group takes up such topics as "The Value of an Education," "Preparing for the Job," "Discovering Your Interests and Abilities," and "How to Get a Job." However, most of the time is devoted to the study of the occupations
- c. At the beginning of the year, each boy fills out an interest blank. He studies and prepares a written report on each of the five occupations in which he indicated an interest on the interest blank. Most of the preparation and study is done in the classroom. The students consider the room as a sort of library or workshop. All reference material is available for the pupils' use in the classroom
- d. Field trips are arranged to various industrial concerns, state departments, and colleges. Vocational films are shown
- e. Junior boys take a course in guidance in which the educational and personal fields are emphasized more than the occupational

3. General

- a. The guidance department, in cooperation with the social science department, arranges a series of auditorium lectures on college and occupational topics for all seniors and many underclassmen. Individual interviews follow with seniors, juniors, and sophomores who are planning to enter college or training schools and who specifically desire to know entrance requirements, costs, and scholarship opportunities
- b. The department checks all transcripts of candidates for college and employment, and evaluates the character

traits and ability-level prospects. Over 2,300 transcripts were completed in the guidance office last year

- c. Letters of recommendation for college are written as well as letters in behalf of students who are applying for scholarships
- d. The department contributes items of educational and vocational interest to the weekly school bulletin. There is arranged annually, through the cooperation of the superintendent of schools in conjunction with the Kiwanis Club and Zonta Club and others, a series of informational occupational guidance conferences conducted by civic leaders with small groups of seniors who are interested in certain occupational and professional fields. Last year almost one thousand seniors attended such small group conferences in our own high school
- e. Interviews are conducted with parents and college representatives
- f. Every senior planning to go to a higher institution of learning has an individual interview with the senior guide
- g. An annual survey of the senior class reveals the future intentions of these students. Personal interviews follow with those students who seem to need additional guidance
- h. A survey of the last graduating class serves as a follow-up guidance study in terms of employment and college entrance. This study also reveals the number unemployed in the last graduating class
- i. Students who are planning to take College Board entrance examinations receive special attention
- j. A placement bureau is operated in the interest of graduates, alumni, and dropouts who are seeking employment. Prospective employers are reached in person or through the medium of job-information letters and job questionnaires
- k. Case studies are made available for use in the home room

Guidance in the Face of Difficulties

M. J. TOMLINSON
 PORT HURON
 SENIOR HIGH SCHOOL
 PORT HURON, MICHIGAN

¶ The following is a description of a guidance program designed to meet the needs of a high school faced with the problem of a rapid increase in the size of its student body.

The organization for guidance in our high school is very different from most schools of similar size. With an increasing enrollment it was necessary to devise some plan to meet the needs of individuals, since students could no longer meet in grade rooms,

as they once had. The present form of organization has proved very successful.

The student body of about fifteen hundred is divided alphabetically into four divisions (A-E; F-L; M-R; S-Z). Each group is assigned to one room, still called a "study hall" because there is where each member of the group reports for study during his free periods. This room is under the supervision of a faculty counselor.

A student is under the supervision of the same teacher from the time he enters high school until he graduates. This plan of continuous association for three years is of tremendous value and importance because through it the counselor gains a knowledge of each student's aspirations, interests, abilities, and home environment. The counselor does no teaching, but spends the entire day in this room, ready at all times to do anything that will assist each student to adjust to his present situation and to help him become a self-directing individual. Isn't it monotonous to remain in the study hall all day? No counselor in Port Huron High School thinks so; in fact, the days are always too short and no two are alike.

A Worth-while Study Hall

MARY H. KEATING
WHITEFISH BAY HIGH SCHOOL
MILWAUKEE, WISCONSIN

Study halls as centers for important guidance activities.

The study hall in our school is organized to make guidance possible. A conference space is provided at the rear of the study hall. The teacher is not disturbed by such matters as taking roll or signing passes because these are well handled by student monitors. Thus, provided with a place to work and freed of the time-consuming routine work, the study-hall teacher is free to devote her time to guidance activities.

Since the student's primary purpose in the study hall is that of studying, the teacher's first task is to observe the work habits of the students and also to check the light, temperature, and ventilation of the room so that these factors may not hamper study activities. If it is observed that a large number of students waste time, are too dependent on the teacher for help, or do not know what the assignment is, or, knowing it, do not understand it—in fact, if many of the students need instruction in how to study—the teacher gives

the students group instruction in this area. In order to facilitate the instruction a mimeographed outline on study techniques is given to each student. The pupils are also asked to keep this outline in their assignment books for further use. Following the group discussion on study habits, the teacher gives individual help to students as she finds it is needed. Also, she notifies the classroom teachers of her findings. This gives them a basis for their remedial work. Often, too, the classroom teachers consult the study-hall teacher with reference to a certain student's work habits.

Guidance in the study hall is not confined, however, to helping students with their study problems. When our study-hall guidance efforts were new, it was sometimes necessary for the teacher to say occasionally to a pupil, "Wouldn't you like to talk to me tomorrow about your program?" or, "Your grades are splendid this six weeks; I'd like to talk to you about them Thursday." But it was not long before the teacher's schedule was so crowded that many conferences had to be held after school. However, since the teaching load of the study-hall teacher has been greatly reduced, she now has time for conferences during school hours.

Experience indicates that in our situation the guidance study hall is much more efficient than the discipline study hall; in addition, the plan makes possible additional guidance services with no extra expense involved.

Problem Solving in a Home Room

CLARENCE PEEBLES
RIVERSIDE-BROOKFIELD
HIGH SCHOOL
RIVERSIDE, ILLINOIS

(Some more suggestions for home-room activities.

The Riverside-Brookfield High School has nine senior home rooms of approximately thirty students each. Each home room has a faculty adviser, and each elects a student representative to a student guidance committee.

This student guidance committee of nine members elects its own chairman and secretary. This year a group accepted the responsibility for making a preliminary survey of the needs and interests of the seniors. Each of the nine members submitted a list of problems; the composite list was then submitted to the senior

class for the purpose of checking and making additions. The results of this study were used in planning senior home-room programs.

The student guidance committee also attempted to make a brief survey of the career meetings desired by the class. The requests were: precollege, sales and office work, engineering, art, and medicine. Sectional meetings with outside speakers were then arranged for each group. A meeting was conducted by the head of the school placement service during which help was given to students in methods of applying for positions; the placement officer also had a personal interview with each person whose application was on file in her office.

The senior home-room program had activities scheduled which were of a group nature for eighteen of its thirty-six meetings. The other eighteen meetings were used as the home-room adviser deemed best, usually for purpose of either group or individual counseling. With the exception of two group guidance meetings attended by every student, the pupils were allowed the privilege of studying during the home-room half hour if they did not care to attend any of the career group meetings. Attendance was taken by cards handed to the student, which were to be turned in to the teacher in charge of the meeting or study hall he attended. It took approximately ten minutes each week to sort out these cards and put them in the hands of the home-room adviser. This flexible system seemed to contribute toward a fine attitude on the part of the students and gave the guidance committee an individual record of student attendance at the meetings.

A Guidance Program Moves Ahead

A. GORDON NELSON
FAIRFIELD CONNECTICUT
PUBLIC SCHOOLS
FAIRFIELD, CONNECTICUT

Q The following outline presents an overview of the many guidance activities which have been sponsored by one school system.

Summary of guidance activities in Fairfield

1. Study of individuals

- a. Development and use of cumulative record folder
- b. Group intelligence and achievement testing
- c. Development and use of student questionnaire in the high school
- d. Home visits as required; conferences with parents

Guidance Practices at Work

- e. Vocational aptitude and interest testing, on a voluntary basis, in the high school and the evening school
- f. Case studies of elementary school children presenting special problems
- g. Case conferences in the high school regarding special problems
- h. Precollege and pre-employment testing in the high school
- 2. Presentation of educational and vocational information
 - a. Eighth-grade guidance course
 - b. Senior group guidance, as described in Part I of this report
 - c. Booklets
 - “Planning a High-school Program”
 - “High-school Courses of Study”
 - “Choosing an Occupation”
 - “Educational Planning, Opportunities, Economies”
 - “Finding a Way to Go to College”
 - “Suggestions on Getting a Job”
 - d. Freshman Day
 - e. Career Day
 - f. The Mirror Club.
 - g. The Vocational Club
 - h. Guidance office library on schools and occupations
 - i. Trip of interested eighth-grade boys to State Trade School
 - j. Use of Champaign Guidance Charts in high-school classes
 - k. Field trips to various places of work
 - l. Classroom talks by speakers from various fields of work
 - m. Assembly programs in the high school and the evening school
 - n. Use of film strips, charts, motion pictures, bulletins
 - o. Announcement of radio programs on vocational guidance
 - p. Counseling
- 3. Counseling
 - a. High-school enrollment counseling for all eighth-grade pupils
 - b. Systematic counseling for all high-school pupils
 - c. A counseling service in the evening school
 - d. Development and use of various forms, booklets, bulletins, and other tools of counseling
- 4. Placement and follow-up
 - a. Direct placement by high-school guidance workers
 - b. Cooperation with the Bridgeport office of the Connecticut State Employment Service
 - c. Booklet on job-getting issued to seniors
 - d. Follow-up studies
 - e. Use of “School Report to Prospective Employers”

5. In-service education

- a. Talks at general teachers' meetings
- b. Course given by university teacher
- c. Supervisory council program
- d. Development and use of numerous bulletins and forms
- e. High-school guidance council discussions
- f. Conferences and reports of various types

6. Community relations

- a. Development and use of a "Directory of Community Agencies"
- b. Talks to community agencies, such as the Family Welfare Society, the Rotary Club, Connecticut Vocational Guidance Association, YMCA, Young Men's Industrial Forum, church groups
- c. Talks to all the parent-teacher associations of Fairfield
- d. Conferences with parents, and with representatives of agencies such as the Junior College of Connecticut, the State Trade School, and Woodfield Children's Village, as well as local employers.
- e. Articles in local newspapers, the "Fox," the "Connecticut Teacher," and *The Connecticut Department of Labor Monthly Bulletin*
- f. Assistance with YMCA counseling for out-of-school youth

7. Research

- a. Study of schools attended by graduates
- b. Changes in high-school offerings
- c. Suggestions of local employers regarding vocational guidance and education
- d. Subject elections of high-school pupils
- e. Distribution of abilities among high-school pupils

Guidance Activities in a Technical High School

JOHN F. SHOWALTER
OMAHA TECHNICAL
HIGH SCHOOL
OMAHA, NEBRASKA

¶An entire school mobilizes to help pupils. Many of these suggestions can be applied in other situations. Many of these activities should be much more common.

Our guidance program is based on the philosophy that it is the responsibility of the school to organize and to bring to bear upon each individual student all available resources and agencies that will help the student develop to the limit of his capacity as an integrated personality and to help him carry his own weight in society. In its efforts to discharge this responsibility, the school recognizes that guidance is a process, not a subject of instruction;

that it must not be an accessory or an adjunct but an integral part of the school program; that there must be particular emphasis upon a scientific study and a sympathetic appreciation of the needs of individual students; and that there must be a strong program designed to meet these needs. The chief activities of such a program are occupational adjustment and training, counseling (with an adequate system of cumulative personnel records), placement, and follow-up.

The high-school principal is the leader of the organization designed to carry on these activities. He is assisted by a director of guidance who acts as a coordinator and a consultant rather than as an administrative officer. The director of guidance is responsible for integrating not only the guidance activities and interests of the school but also all activities and interests which affect the welfare of students. He establishes cooperative relationships with other school and nonschool institutions and agencies. He supervises the work of the counseling staff, which consists of three men and three women teachers chosen for their natural adaptability and special training in carrying these responsibilities. The counseling staff works in close cooperation with other teachers, home-room advisers, club sponsors, directors of extracurricular activities, school coordinators, school librarians, the attendance officers, parents, social workers, and others interested in children. Their cooperation with the home-room advisers is particularly close, for the home room is the most potent factor in guidance. Students usually remain in the same home-room group and with the same adviser for three years. The home room has a twenty-five-minute period daily. The home-room adviser comes to know each pupil intimately. Each semester he helps each pupil determine his choice of studies in the light of all available information. He refers difficult cases to the counselors. He suggests to pupils, parents, and counselors plans for improvement and adjustment. He has exceptional opportunity to offer social and moral guidance. A handbook developed by a faculty committee contains suggestions for home-room organization, activities, and procedure.

A faculty advisory committee on guidance is a permanent part of the organization. This committee studies the problems of guidance as it relates to the entire school, hoping to stimulate the think-

ing of each individual teacher. The responsibility of the individual teacher is the most important factor in the whole program.

The guidance activities begin before the student enters high school. The guidance given by eighth-grade teachers is supplemented by handbooks of information and by personal conferences of students and parents with high-school counselors.

The first year of high school is something of an exploratory and tryout year. A wide variety of courses and elective subjects is offered to broaden the students' outlook on vocational life, to discover interests, and to develop skills that later may be helpful in vocational or avocational life, and to promote a tolerant and sympathetic attitude toward workers in other fields.

Group guidance is provided in the freshman year of the social studies program. This required course includes one quarter each of social relations, civic relations, and life relations. For the life relations classes which come at the close of the freshman year, boys and girls are segregated. The following paragraphs, taken from the "Student Handbook" explain the work of these classes.

Girls' Life Relations.—Most freshman girls have problems which they like to discuss with other girls their own age. Life relations for girls is a study of personal problems and ideals. Each girl has the chance to consider how she can make her life count most for herself and for others, and how she should desire to grow and develop in order to make a well-rounded life. She's helped to realize that her teen years are really her preparation for working years; for recreation and wise spending of leisure time; for her later physical, mental, and emotional health; for further education and training in college, in business life, or elsewhere; for getting along with others and building basic principles; for adjustment to all phases of living; and for friendship, for marriage, and for home life.

Occupations are studied to give an understanding of the work that may be done by girls and women, and each girl selects the line of work which she feels will best suit her interests, abilities, and personality. The courses of study and opportunities at Technical are studied, and each girl selects her course according to her desired line of work.

Boys' Life Relations.—The purpose of this subject is to help boys realize the value to themselves and to society of attaining a satisfactory life; and the necessity of careful planning, adequate preparation, and effective work in reaching this goal.

Since earning a living is basic to a satisfactory life, an essential part of a life plan is the choice of a vocation. In order that each boy may make such a choice more wisely, these steps are followed:

1. A study of the factors that should be considered in the choice of a vocation
2. A survey of the conditions, opportunities, and requirements of various fields of employment and sources of accurate information
3. The determining of each boy's capacities, limits, interests, and characteristics (using various aptitudes, achievement, interest tests; and an evaluation of past experiences and accomplishments)
4. A consideration of the possibility of securing the requisite training for various occupations
5. A tentative choice by each boy of an occupational field which will use the ability he possesses, for which he has those qualities that will make him reasonably successful, in which he can secure the requisite training, and in which there is a considerable probability of employment
6. The development of an educational program in line with the vocational choice
7. An understanding of the wisdom of keeping one's plan tentative, and constantly checking and perhaps revising it in the light of new information regarding oneself or changes in the occupational field
8. A review of these steps so that each boy may understand and be able to use the proper technique for making a wise vocational choice at any time in the future that a change in his plan or work seems desirable or necessary

During the third quarter of the junior year small groups of boys and girls meet with their respective counselors for free and frank discussion of personal problems of their own selection. It is hoped that this practice may develop into a second quarter of life relations.

The high-school library is a vital part of the guidance organization. During their study periods all students are assigned to the library. There is made available all the information and help which the student can use, and he is encouraged to arrive at a satisfactory solution of his problems.

At the close of each twelve-week period a student checks his accomplishments against his chosen purpose or goal and may decide that he has chosen unwisely. A change of program may be arranged upon consultation with home-room adviser and counselor.

Technical High School offers twenty-two separate courses of study, each with a definite purpose. Some of these courses are designed to prepare a student for entrance to university, some to give

training along commercial and technical lines, and some to develop specific vocational skills. In the latter group are such courses as food service, retail sales, carpentry, electricity, printing, and auto mechanics. Many of the students in these courses in their senior year (sometimes in the junior year also) are trained on a basis of cooperation between the school and business and industry. Such students are in school a half day and employed in a business or industrial establishment a half day. To facilitate such cooperative training teacher-coordinators are employed. They interpret the school to business and industry, determine what is expected of the school product, work for modification in curricular offerings, discourage exploitation of students, locate possible vacancies, and report to the counselors on observed occupational and employment trends.

During the senior year students are thrown together in one large home-room group. The plan facilitates the carrying on of senior activities and guidance along lines of immediate interest. For those who are going on to college, attention is given to the proper selection of a college, college activities, scholarships, and related problems. For those who are not going on to college the problems incident to entering vocational life are imminent. Attention is given to the location of vacancies, to the school and the state and Federal employment offices, to methods of applying for positions, to the value of learning how to get along with others, to the necessity of learning to adapt one's self to a constantly changing vocational world, to developing an intelligent philosophy of work, and to learning how to meet vocational and life situations effectively. These activities are carried on under the direction of the senior counselors. The intention is to refrain from placing emphasis upon graduation and to stress promotion to college or business or industry.

Some suggestions have already been made as to the duties and responsibilities of counselors. A student's problems may involve a choice of vocational objectives, a choice of a life plan, a choice of companions, a choice of courses, a choice of subjects, a choice of extracurricular activities, a choice of conduct, or a choice between school and a job. They may involve questions connected with health, social interests, finances, ethics and morals, family situations,

and personality maladjustments. They may involve any or all difficulties surrounding the job of going to school and getting the most out of the school experience. The classroom teachers and the home-room teachers are able to assist in the solution of some of these problems, but for the most part they do not have the time to interview and to study the personnel records. Many of these problems, therefore, are referred by the teachers or brought voluntarily by the students themselves to the counselors. Counseling is regarded as cooperative problem solving, with stress laid on the development of the capacity for self-guidance. Counselors conduct conferences with teachers and provide them with information which will help them to understand the boy or the girl and to adapt their procedures to meet the student's particular needs or capacities.

Cumulative student personnel records are kept in the counselors' offices available at all times to any teacher who wishes to consult them. The information furnished by the grade schools is supplemented by data as to family, home conditions, handicaps, personality assets and problems, hobbies, interests, experiences, test record, vocational and educational plans, attendance, health, extracurricular activities, scholarship, citizenship, and other pertinent facts.

Technical High School recognizes the importance of placement in any comprehensive and effective guidance program. The vice-principal is in direct charge of the employment service which helps students make their first contacts with business and industry, recommends them for employment (in cooperation with the state and Federal employment office), and supervises to a limited extent their early progress.

Follow-up has another function. It furnishes one of the most important criteria by which the success of the effectiveness of a guidance program can be evaluated. If a guidance program has any value at all, it should facilitate the vocational progress of the individual and his readiness to assume the wider responsibilities of living. This value can be discovered only through a study of the vocational and life histories of those guided. Technical High School must be increasingly concerned with such a study and the critical examination of its practices in terms of the results. The test of the program is in the living.

Guidance on a Limited Budget

ESTHER L. LOVEJOY

LYNN ENGLISH HIGH SCHOOL
LYNN, MASSACHUSETTS

School systems often are indifferent to the whole realm of guidance activities because a limited budget seems to preclude such efforts. Here is an example of what one school has found feasible with little or no added costs.

The director of guidance in our high school receives no additional salary for that job. However, she is relieved of one class. Her other duties include counseling a group of pupils, teaching four classes, and directing a home room in order to keep in direct contact with problems which the other counselors have.

Counseling begins at an acquaintance assembly held the last week in September. In her home room the counselor explains the plan of guidance and items of interest in the school such as the honor roll, honor society, warning slips, and extracurricular activities. She sends the parents a letter introducing herself, explaining her part in the pupil's life, and inviting parents to a conference early in the year. Many interesting replies and interviews result from these letters.

The counselor meets the pupils individually the first week in October. At this interview she learns of the pupil's plans, his interests in school and out, and his family conditions (as far as feasible). This gives her a basis on which she may offer assistance. In addition, the pupils are interviewed at the time report cards are issued. Interviews begin with the sophomores early in March concerning their courses of study for the following year. Juniors are also invited to confer with the counselor if they have any questions. Besides these stated interviews pupils are encouraged to make appointments with their counselors at any time. A counselor has the same pupils during their sophomore and junior years, so she comes to know their problems quite intimately. The pupils take the guidance work very seriously. There is free passing from the home room to the counselor's room. Each counselor has a guidance library which contains information on vocations, on scholarships available, and on college requirements. The counselor only advises and suggests, leaving it up to the pupil to make his own decisions.

5. Working with pupils who need special help because of absence or failure
6. Consulting with students as to how to apply for a job or how to continue one's education
7. Administering, analyzing, and recording intelligence tests, particularly in the cases of new pupils
8. Talking to freshmen on *How to Study*, *How to Budget Time*, *How to Get the Most out of High School*, and *What to Do after High School*
9. Holding group conferences with candidates for hospitals, colleges, and the like and representatives of institutions, to be followed by personal interviews
10. Collecting, editing, and filing material on jobs and trends in occupations
11. Collecting and filing complete up-to-date material on all schools and colleges throughout the country
12. Studying closely the changing requirements and relative rating of other schools
13. Disseminating information on Civil Service examination
14. Gathering personality ratings of all members of senior class
15. Keeping a record of all interviews
16. Studying and conferring on all special pupil cases
17. Sponsoring the Honor Society
18. Acting as secretary of student welfare committee
19. Studying the success of graduates in jobs and schools
20. Proctoring entrance examinations for several higher institutions
21. Instructing all College Board candidates on various types of examinations to be taken

The work of our counselor of social problems includes:

1. Teaching two classes every day
2. Supervising extracurricular activities and class meetings for new classes
3. Talking to entering classes on attitudes, making friends, and cooperation
4. Sponsoring the student council and supervising the traffic organization and the student court

5. Sponsoring the senior girls' league and the junior girls' league
6. Supervising all committees for social events and entertainment
7. Approving the purchase of all articles or services by any organization or class
8. Arranging the social calendar of the school each term
9. Attending every social event of the school
10. Supervising plans for each graduation
11. Managing part-time employment bureau
12. Holding individual conferences with pupils and parents on personal problems of home, school, social life, finances, health, and recreation. Keeps record of each conference
13. Making home calls to investigate conditions in needy families and plan for aid
14. Acting as chairman of student welfare fund committee
15. Arranging for aid to needy pupils: school lunches, eye examination and glasses, dental work, clothing and shoes
16. Cooperating with the school nurse on a follow-up of the health problems of pupils
17. Cooperating with the dietitian to arrange for student workers in the cafeteria
18. Planning financial campaign to raise funds to purchase Christmas baskets, investigating requests for baskets, filling and distributing approximately one hundred each year. The girls' leagues are in charge

An Extensive Program of Guidance

GUIDANCE DEPARTMENT
PUBLIC SCHOOLS
CORTLAND, NEW YORK

Q The following outline of a rather complete guidance program shows the many services possible.

ADMINISTRATION OF GUIDANCE

I. GUIDANCE DEPARTMENT PERSONNEL

A. Guidance director

1. Full-time (except for one period daily, necessary work as vice-principal, junior-senior high school)
2. Qualifications: master's degree, permanent certification in guidance

B. *One full-time assistant*

1. Interviewing, scoring tests, recording data, eighth-grade Occupational Survey classes and correspondence
2. Qualifications: master's degree, provisional certification in guidance

II. COOPERATING PERSONNEL

- A. Vice-principal for girls
- B. Vice-principal for boys
- C. Attendance officer: college graduate, more than one-half time given to work usually done by a visiting teacher
- D. About 35 home-room teachers; keep same groups of students three years: 7-9, 10-12
- E. About 50 classroom teachers
- F. Business students—about 25 periods weekly, general clerical work, correspondence, etc.

III. FORMS AND RECORDS

- A. A general record card for kindergarten to grade 6 inclusive. Filed in office of elementary school and later in the office of the guidance director
- B. A personality record sheet for every pupil for each of the first six grades. This is kept by classroom teacher and passed on as pupil is promoted; when pupil enters junior high school it is filed in office of guidance director. Anecdotal record used to supplement
- C. A cumulative guidance record card begun in seventh year
Filed in office of guidance director under following heads:
Junior high school; by separate grades
Senior high school; by separate grades
Graduates
Left junior high school
Left senior high school
- D. Extensive testing program carried on throughout school system

IV. ADDITIONAL ADMINISTRATIVE DETAILS

- A. Office, equipment, books, pamphlets, and catalogues
- B. Close cooperation with principal, attendance bureau, and library
- C. Outside local contacts: Businessmen and -women, Exchange Club, Kiwanis, Rotary, Business and Professional Women's Club, YMCA, and YWCA. Counseling with students, talks on occupations, and occupational conferences

V. INFORMATION SERVICE

A. *Elementary schools*

General and specific occupational information, developed in connection with regular program in all grades (1-6 inclusive) but not presented as such

B. *Junior high school*

Seventh year: social studies (Occupational Geography), taught by social studies teachers

Seventh year: orientation, in home-room period, home-room teachers

Eighth year: Occupational Survey classes, one period weekly, taught by counselor

Ninth year: Economic Citizenship course, 5 days weekly, one-half year, taught by social studies teachers

C. *Senior high school*

Occupation Adjustment course, 5 days weekly, one-half year, approved for credit, elective, grade 11 or 12, taught by director

VI. COUNSELING

A. *Elementary schools*

By teachers and principals, largely in connection with records and reports to parents

Not vocational until occasionally in grade 6

B. *Junior high school*

1. Eighth and ninth years, every individual educationally and vocationally by guidance counselor
2. Educational counseling, seventh, eighth, ninth years by junior-high-school adviser and by home-room teachers
3. Special cases come voluntarily, or are sent by teachers, or parents, to guidance counselor or director
4. Some cases to principal

C. *Senior high school*

1. Educational counseling by

- a. Principal
- b. Home-room teachers
- c. Vice-principals
- d. Guidance director
- e. Guidance counselor

2. Vocational counseling to some extent by all those mentioned above, but chiefly by the guidance director and guidance counselor

3. Planned interviews—all possible graduates and all eleventh-year students by director, allowing 20 minutes each. Follow-up interviews as necessary

4. Incidental or requested interviews, voluntarily on request of students
5. Interviews with parents, at request of parents, students, teachers, or guidance director

VII. PLACEMENT AND FOLLOW-UP

- A. Extensive education placement
- B. Considerable occupational placement, requiring conference with businessmen and visits to places of business
- C. Follow-up of most students by incidental means: news and personal items in local newspapers, chance contacts, employers, and other students
- D. Five-year and ten-year follow-up of all graduates by questionnaire, by mail
- E. Follow-up of students leaving school before graduation

Conclusions

The preceding materials illustrate the different ways guidance activities begin and how they grow into simple or comprehensive guidance programs. In some cases a beginning was made by taking a specific problem and attempting to do something toward its solution. Other schools began with an over-all analysis of an entire program and an allocation of duties to teachers, counselors, and others. The important aspects of a complete program were also considered. Still other schools attempted to add to an already existing practice or form of organization. Many of the descriptions illustrate the possibility of beginning with some practice or idea and letting that experience serve as the "spark plug" for the program to follow. Each method has its own advantages in a particular school. Each school must begin with what it has and build in terms of what works best in that school.

It cannot be too frequently suggested that the entire staff must actively participate in the process of building the program. Every caution must be taken to be sure the staff is willingly "coming along." That the early beginnings must be built around the problems and interests of the staff is illustrated in the practices described. In many of the schools, studies were made to locate the problems of concern to the staff as well as the kinds of projects in which they desired to participate. Preliminary studies of this kind soon indicate the need for more adequate information.

A guidance program should be organized in terms of a school framework. It is desirable, therefore, for the staff to initiate an inventory of the local situation. Items to be included in this inventory would include the character of the student body (interests, abilities, needs, future plans, and dropout rate), the practices which are already successfully under way, the staff interests and resources, the resources available in the community, the financial support for a guidance program, and the chances of winning the understanding and support of the community. With this information at hand, the entire staff, with the leadership of a smaller group, is ready to begin the slow process of building a guidance program.

Chapter 3 EFFECTIVE

ORIENTATION PRACTICES

ONE of the mistakes which school people have generally made is that they have permitted pupils to graduate from elementary and junior high schools. It would be far more sensible if all such graduation ceremonies were replaced by promotion exercises at which time those completing the last grade in elementary school or junior high school would simply be passed to the next grade. This change would have a beneficial effect on the parents, teachers, and pupils alike. If previous to the promotion exercises a preadmission program . . . had been carried on, the orientation program in the fall would get off to a flying start. If for some reason there has been no preadmission program, it would have to be carried on simultaneously with the orientation program.¹

The problem of orientation is one that offers the first opportunity for constructive guidance by the secondary school. The secondary school should get in touch with prospective students before they leave grammar school. Preadmission advisement should be undertaken cooperatively by the junior-high teachers and those of the secondary school. The home-room teachers of the secondary school or the freshman deans are often the persons best suited to introduce the school to the incoming freshman. It is to the school's benefit that the new student should know at once to whom he may turn for counsel.

Here are a few of the many adjustments which new students must make:

¹ HAMRIN, S. A., and C. E. ERICKSON, *Guidance in the Secondary School*, p. 123, D. Appleton-Century Company, Inc., 1939.

1. Learn the physical setup of the new building
2. Adjust himself to many teachers after experience in the elementary school with only a few teachers
3. Accustom himself to more freedom in passing from class to class
4. Learn to study in a large study hall
5. Learn how to conduct himself
6. Choose his subjects and his extracurricular activities wisely
7. Participate in athletic and intramural programs
8. Learn how to organize and use his time wisely
9. Develop initiative and responsibility
10. Become dependable in working on his own
11. Locate a "big brother" or "big sister" among the pupils
12. Learn about sources of information and help

The following descriptions illustrate how various schools have bridged the gap for new students. From these programs it would appear that the greatest need for help in orientation is felt when students move from elementary or junior high school to high school. This adjustment is one which is common to all students. There are other periods where special effort should be made to help pupils orient themselves: first, the entry into kindergarten—a period of tremendous change from home to school life; second, the entry into the first grade if not preceded by kindergarten, or if there is a change of school after kindergarten; third, when the student by reason of moving to a different district or a different town enters a new school; fourth, brief periods when the pupil becomes oriented to new teachers, when he returns after a long absence, or when tragic family circumstances upset his regular life.

Orientation Practices Outlined

N. J. PANELLA
PUBLIC SCHOOLS
WAUKESHA, WISCONSIN

¶ The following activities for orientation from elementary to junior high are suggestive.

I. ORIENTATION ACTIVITIES FOR SEVENTH-GRADE PUPILS

1. A series of five or six assemblies are held in the auditorium in September and October to attempt to complete the orientation of the seventh graders started the preceding school year. The

Guidance Practices at Work

main purpose of these meetings is to acquaint the new students with the extracurricular activities

2. A tea is given in September in the junior high school building for the mothers of the seventh-grade students
3. The following records are kept in the class adviser's room and are used by the seventh-grade teachers
 - a. School history, age, I.Q., school from which students came, grades in standard test given in the grade schools
 - b. Health reports on all seventh-grade students
 - c. Personality cards
 - d. Grade record cards
 - e. Reports on home visits by the nurse
 - f. Grades on all tests given in junior high
 - g. Information about individual students
4. At the end of each six weeks the class adviser makes out a list for the office from the report cards of students who have
 - a. All failures
 - b. Three or more A's
 - c. Two or more 3's
 - d. All 1's
 - e. Conferences are held with students who have two or more failures or any 3's, with a checkup from time to time on their work, attitude, and make-up. Conferences are held with students about absences, tardinesses, and any other difficulty that may arise. Conferences are held with parents and with teachers about individual students

II. ORIENTATION PROGRAM FOR SIXTH-GRADE PUPILS

A. *Purposes*

1. To acquaint the sixth-grade students with the general plan of junior high school so that the transfer from grade school may be made to seem a natural promotion
2. To create interest and foster anticipation on the part of the sixth graders for junior high school
3. To give students an opportunity to have their questions answered and misinformation corrected
4. To create a more comfortable feeling in the minds of parents about the transfer
5. To create a feeling of responsibility toward the incoming students in the minds of the present seventh graders
6. To enable junior-high-school teachers to gain information through conferences with the sixth-grade teachers and through records and other types of information
7. To attempt to save time and eliminate some of the confusion in connection with the first day of school in September

B. *The program*

Under the chairmanship of a member of the guidance committee meetings were held and the orientation committee planned the following program

1. A tea for the sixth-grade teachers and principals
2. A visit by the seventh-grade class adviser to each of the six grade schools
3. The sixth-grade students spend one day in the junior high school
4. The grade principals try by questionnaires or some other method to get the reaction of parents and students to the plan after it has been carried out

C. *Subjects discussed by class adviser*

1. Size and personnel of the seventh-grade class
2. Importance of cultivating friends and becoming a participant in the activities of junior high school
3. Advantages offered to individual students in junior high
4. Information on such subjects as
 - a. General plan of buildings
 - b. Program for seventh graders
 - c. Rentals and fees
 - d. Books
 - e. Lockers
 - f. Home rooms
 - g. Gym schedules and equipment, suits, lockers, after-school activities, earning letters, etc.
 - h. Library
 - i. Assemblies
 - j. Clubs and organizations
 - k. Music, band, violin classes, glee clubs
 - l. Student council
 - m. School paper
5. Open discussion with the students—questions are answered
6. Materials are left with grade schools
 - a. Sample program cards
 - b. Report cards
 - c. Cardinal stars
 - d. Locks

D. *Visit to the junior high school*

1. A program card is prepared for each visitor on which is written the same program as that of the seventh-grade student who is to act as his guide or host for the day
2. A meeting is held on Monday with the seventh-grade class to select someone known to the visitor to act as host for the day and to give him such instructions as seem necessary

Guidance Practices at Work

3. The hosts and visitors meet at eight o'clock Tuesday morning. Program cards are given out and they are taken to the first-hour classes
4. At three-ten the visitors are taken from the seventh-hour classes to go on a tour of the buildings
5. A special place is provided for this group and their hosts in the auditorium
6. Special students are appointed to conduct visitors to the cafeteria and lunch rooms after fourth-hour assembly period and to remain with them during the lunch hour
7. Visiting teachers are provided with a program of all seventh-grade classes meeting on Tuesday

E. *Follow-up*

1. Grade-school principals send out questionnaires to parents of sixth graders to get their reaction to the plan
2. Students write letters to the principal or the class adviser
3. Handbooks prepared by the student council members and the sponsor are sent to the grade schools following the visit
4. School papers containing accounts of the visits to the schools are sent to each sixth-grade student

It is thought advisable to have a meeting with the grade-school principals and sixth-grade teachers to get their advice on changing or adding to the program for next year.

Letter Seeks Parental Cooperation

MCKINLEY HIGH SCHOOL
NILES, OHIO

To Parents:

Within the next weeks your child will be choosing his subjects for the first year of high school. He will also be asked to plan a four-year course leading toward graduation. At school he will be given information concerning the courses and subjects offered in the high school.

We are particularly anxious that every pupil elect the course and subjects best fitted to his desires and needs so that he can be happy and contented in his high-school work. We are asking you to discuss the problem with your child so that he may be better able to make satisfactory selections. Although he is but an eighth-grade pupil, we feel that he should be planning and looking ahead in order that his work may have some direction. We hope that the home and school can work together in aiding him to find this direction.

We shall appreciate your cooperation in this matter.

Another Letter to Parents

EMERSON SCHOOL
FLINT, MICHIGAN

When 7B's enter the junior high school as 7A's, this letter is sent to their parents inviting them to their first half-grade parent-teacher association meeting which is a get-acquainted tea. The letter is self-explanatory.

FLINT HIGH SCHOOL INVITES PARENT ORIENTATION

My dear Mrs._____:

Your daughter_____ has just completed the 7B grade and is now entering into the second step of her education and social growth, namely junior high school. Approximately three years will be spent here, during which time her ideas and tastes will acquire a more mature outlook. I feel that you as the parent, and I as the home-room teacher, should help her find herself in this period of development with the finest possible results.

I am sure we can achieve our aims for your daughter if we could get acquainted. Our mutual desires for her advancement can be more easily realized by thorough understanding and cooperation between you, the parent, and us, the teachers.

We are planning a tea for you and other mothers of 7A daughters, to be held at the school Wednesday, February 19, from three-fifteen o'clock until four-thirty. If you find it possible to attend, kindly fill in the form below and send it to me tomorrow morning.

Orientation Questionnaire

EMERSON SCHOOL
FLINT, MICHIGAN

This questionnaire was prepared by members of the Emerson School staff, and is now given to all incoming students.

EMERSON SCHOOL

Guidance Program

INDIVIDUAL RECORD FORM

The purpose of this questionnaire is to bring together *all of the information* that we can get about *you*. It is for our confidential use only, so *please answer the questions as honestly and completely as you can*. After this information has been obtained we will be able to *know your problems and assist you in your school life while at Emerson*.

Name _____
 (Last) _____ (First) _____ (Middle) _____

Sex: Boy _____ Girl _____ Age: _____ Date: _____

Address: _____ Telephone: _____

School List here the schools you have attended:

Name of school _____ What grades _____

Which school have you liked best? _____

Why? _____

Place a circle around the school subjects you like best. Draw a line through the ones you like least.

English, Social Studies, Mathematics, General Science, Foods, Clothing, Blueprint, General Metal, Auto Shop, Mechanical Drawing, Woodshop, Glee Club, Chorus, Instrumental Music, Art, Latin, Business Training, Gymnasium (others) _____

Underline *once* all the activities you have belonged to in the past. Underline *twice* all the activities you are now taking part in.

Girl Reserves, Hi-Y, Scouts, Stamp Club, Astronomy Club, Dramatic Club, Airplane Club, Noon-Hour Service, Morning Service, Traffic Patrol, Lost and Found, Library, Em-Ju-Hi Staff, Paper Weighing, Noon-Hour, Chorus, Auditorium Service (others) _____

What hobbies do you have?

What clubs do you belong to outside of school? _____

Other activities outside of school _____

What activities would you like to take part in at school? _____

Do you find that you need help in: (check)

Arithmetic _____, Reading _____, Personal appearance _____, Spelling _____, Writing _____, Reciting in class _____, Story writing _____, Study habits _____
 Do you mind if someone else makes a better mark or does something better than you do?

Quite a bit _____ A little _____ Not at all _____

First name	Age	Last grade completed	Country of birth	Where employed	Kind of work
---------------	-----	-------------------------	---------------------	-------------------	-----------------

Father

Mother

Brothers

Sisters

Have you any physical defects? Yes _____ No _____ What is it? _____

At what age did it become noticeable? _____

Give the date of your last illness _____ What was it? _____

How often are you absent from school because of illness? _____

Frequently _____ Seldom _____ Never _____

Height: _____ Weight: _____

Vision: Good _____ Average _____ Poor _____

Do you wear glasses? Yes _____ No _____

Hearing: Good _____ Average _____ Poor _____

Are your friends mostly your own age? _____ Younger _____ Older _____

What do your friends do for a good time? _____

Do your parents approve of your friends? Yes _____ No _____

Are you permitted to bring friends into your home? Yes _____ No _____

Do your parents let you go out on school nights? Yes _____ No _____

What time do you have to get in nights? _____

What recreation takes place in your home? _____

How many movies do you attend each week? _____

How much do you work each day outside of school? _____

	Hours	Where	Work Done
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

In what way do you get the money you need? _____
 If your parents give you an allowance, do you have jobs at home that
 you are expected to do? Yes _____ No _____

If so, what are they? _____
 How do you get along with people your own age? _____

Boys: Very well _____ All right _____ Not well _____

Girls: Very well _____ All right _____ Not well _____

Do you make friends:

Easily _____ All right _____ with difficulty _____

How do you get along with other people?

Very well _____ All right _____ Not well _____

Do you usually let yourself go when angry? Yes _____ No _____

Do you say or do things for which you are sorry afterwards?

Often _____ Sometimes _____ Seldom _____

Do you run away from unpleasant things which you should face?

Usually _____ Sometimes _____ Almost never _____

Do you mind being criticized?

Quite a bit _____ A little _____ Not at all _____

Have you had more trouble than most boys and girls? Yes _____ No _____

If you get into trouble, whom would you ask for help? _____

What did you do each evening last week? Monday _____

Tuesday _____ Wednesday _____

Thursday _____ Friday _____
Saturday _____ Sunday _____
Are there any other things about yourself that you think the home-room teacher should know? _____

Orientation as Part of Curriculum

JOHN W. GILLILAND
PUBLIC SCHOOL
AURORA, MISSOURI

One of the most successful practices that we have used here for the past seven or eight years has been the reorganization of our ninth-grade citizenship course. We have completely changed the traditional course based on the use of textbooks, and organized it into a course which we often refer to as "Citizenship as Guidance." The work in this course evolves around four areas, namely, orientation, manners and conduct, health, and vocations.

The purpose of the first unit is to help the pupil adjust himself to his surroundings. He is urged to ask questions about his school, how it is run, and why things are done as they are. These questions form the basis for class discussions. There are many points about the high school that freshmen do not understand but are reluctant to ask questions about for fear of being called "green." Materials for this unit consist of a handbook, mimeographed sheets, talks by teachers and students. The entire group of a hundred pupils meets together for the first two weeks of the school term to discuss these problems.

Immediately after the closing of the unit on orientation, all of the students in this course are given an intelligence test as well as an achievement test. The results from these tests are made a part of the pupil's permanent record as well as the cumulative guidance record kept in the coordinator's office.

Another very important phase of our guidance program here is the teacher-student conference program that is carried on throughout the year. The freshman class at the beginning of the year is divided up among a number of teachers, about twenty-five students per teacher. Each teacher stays with the same group throughout the four years of high school. This is a sort of home-room group

used not as an administrative device but as a conference device. It gives the pupil someone to go to with his personal problems. It also gives the teacher an opportunity to know these particular boys and girls intimately. We feel that some very fine things are coming from this phase of our work.

Bridging the Gap

RUSSELL DONEY

KALAMAZOO PUBLIC SCHOOLS
KALAMAZOO, MICHIGAN

The most significant guidance in our school is that given by each adviser to his individual pupils through individual conferences. Since no two pupils are alike, it is necessary to do most counseling on an individual basis.

Our high school of over 2,400 pupils is the only public high school in Kalamazoo. We draw our population from five junior high schools in the city and from several outlying schools. This fact is mentioned to show that we do have a big problem of orientation. This year several advisers have gone to these junior high schools for the purpose of meeting the 9A's who would be entering our high school the following semester. At this meeting general information about our building is given, such as library facilities, locker accommodations, lunch room information, and the study halls. We find that these 9A's have many questions concerning high school.

This visit is followed by a return visit from each junior high school. The students come for an hour some time before they leave their own school. At this time the principal, the assistant principal, or the guidance coordinator meets with the group for a few minutes, gives them a word of welcome, and makes home-room assignments. The group is then dismissed and each pupil finds the person who is to be his new adviser. This affords an excellent opportunity to become acquainted before the first day of school. Home-room seats are given out, auditorium seats are assigned, lockers are given out, information for the cumulative record cards is obtained, and many routine things which ordinarily would have to be done the first day of school are taken care of at this time. Perhaps the greatest

advantage of this visit is the fact that advisers are able to recognize their new pupils when they arrive the first day. Some of the fears of the new freshmen are thus overcome.

Orientation through a Handbook Test

FRED B. DIXON

HICKMAN HIGH SCHOOL
COLUMBIA, MISSOURI

Our student handbook is called "Guidebook for Kewpies." The kewpie theme is used throughout the book which gives an overview of the school. The guidebooks are left in the home room the first month for use and study there. After sufficient time has been allowed for students to familiarize themselves with the handbook, a test is sent to the home room. Students learn the answers by referring to specified pages in the handbook.

Later another test is given. This time, however, the handbooks may not be used.

KNOW YOUR SCHOOL

True-False Test.—Answers may be given orally or written but without reference to the guidebook. After the answers have been checked, discuss what is wrong with the false statements.

1. A student council representative may also serve as president of his home room. (*false*)
2. Home-room representatives alone comprise the student council. (*false*)
3. Kookers Klub is open only to boys. (*true*)
4. The Sports Club has as its members letter men. (*false*)
5. Reference books may not be taken from the library. (*true*)
6. Our school flag was designed and made by the school students with the help of two faculty members. (*true*)
7. Hickman High School was started in 1899. (*false*)
8. There are 900 lockers in Hickman High. (*true*)
9. The National Honor Society recognizes only leadership, athletic ability, scholarship, and sincerity. (*false*)
10. The lost and found shelf is in the west office. (*true*)
11. Biology must be taken by all sophomores. (*false*)
12. Gymnasium lockers require a dollar deposit, 75 cents of which is refunded at the end of the year. (*false*)
13. Franklin Club is the honorary history club. (*true*)

14. Community Singing Club is open only to superior music students. (*false*)
15. Caps and gowns have always been worn by Hickman's graduates. (*false*)
16. The senior play is a dramatic production presented by the senior class each year before Christmas. (*true*)
17. The mimeographed bulletin is issued each day at the seventh period. (*true*)
18. The building is closed each day at 4:15. (*false*)
19. Students needing first aid should report to the west office. (*false*)
20. The normal pupil load is $4\frac{1}{2}$ units per year. (*true*)
21. "Guide to Good Speaking" is a pamphlet which must be bought by all enrolled in speech classes. (*false*)
22. Clubs meet on Tuesday and Thursday at the activity period. (*true*)
23. The Blue Triangle Club is open to anyone enrolled in any mathematics course. (*false*)
24. Baccalaureate services are held each year at the Methodist Church. (*true*)
25. All school dances except the senior dance must close at 11:30. (*true*)
26. Nearly all colleges require eleven academic credits for admission. (*true*)
27. The term "Kewpie" is said to have been originated by a former principal. (*false*)
28. The number of points which may be carried by a student shall not exceed 15. (*false*)
29. Any student may elect the courses in personnel and occupational training. (*false*)
30. The student council makes five awards each year. (*false*)
31. The National Honor Society's Tap Day has been observed at Hickman for many years. (*false*)
32. Some out-of-state universities have entrance requirements different from these at the University of Missouri. (*true*)
33. *The Purple and Gold* is published bimonthly. (*false*)
34. Hickman's library classifies according to the Dewey Decimal System. (*true*)
35. At Hickman we extend traditionally to visitors and incoming students a friendly welcome. (*true, we hope*)
36. "The Party Line" refers to a list of social events held at the high school each year. (*false*)
37. The Hickman string ensemble has won national recognition. (*true*)
38. School letters must be awarded to every member of a school team. (*false*)

39. In 1937-38, Senior Class Day was combined with the crowning of the May Queen. (*true*)
40. Hickman High School's Quill and Scroll is a chapter of an international honor society. (*true*)

Orientation to Senior High School

HIGHLAND PARK HIGH SCHOOL

HIGHLAND PARK, MICHIGAN

“The Student Handbook,” a publication of the Highland Park High School of Highland Park, Michigan, contains the following unit on orientation.

A. Aims

1. To help create at the very beginning of the school year a friendly atmosphere in which new pupils may feel at home
2. To become acquainted with a new building
3. To learn something of the history and traditions of the school
4. To understand school rules and regulations
5. To become acquainted with school policies concerning courses, testing, grading, and homework
6. To learn the principles of satisfactory group organization and to organize on these principles
7. To learn about school clubs and the work of the student council so that each student may early become a cooperating part of the school organization
8. To organize for the assuming of responsibility in maintaining an attractive school environment
9. To build a code of good school citizenship

B. Activities

1. Get acquainted. The group from the first day should have an opportunity to know each other. Various devices can be used to learn the names of the members of the group
2. Learn your building. Some in every group will need help in locating offices, library, book and key rooms, vocational building, and telephones. Numbering of rooms should be explained
3. A detailed study and discussion of the student handbook. This should enable each student to understand the possibilities for self-progress in the school organization and help him to find a place for himself more quickly
4. Definite instruction by the librarian in the use of the library. This information can be expanded by the guidance teacher. The English classes are given a period of library instruction

5. An occasional reading and discussion of the *Spectator*, its policies and editorials
6. A talk on the student council and its activities by a member of the council
7. A tenth-grade assembly early in the year with school songs and short talks by school leaders to develop a school and class spirit
8. A social affair for the 10B class given early in the year, planned by the committees of upperclasses and sponsored by the 10B guidance teachers
9. Question box. Each pupil may drop into the box at the end of an hour questions which may be used as a basis for discussion during the next guidance period
10. The following is a list of difficulties and problems which students sometimes face. List five of these in the order of their importance to you. You may add others if you desire. This information on your part is of course confidential
 - a. subjects which are difficult
 - b. financial troubles at home
 - c. getting along with teachers
 - d. getting along with your fellow students
 - e. school marks
 - f. school tests
 - g. misunderstanding with parents
 - h. unhappy home environment
 - i. being blamed for things you have not done
 - j. not having nice clothes
 - k. not knowing how to act
 - l. other worries
11. Make a study of the courses of study offered in this school. Talk over with the guidance teacher your problem or questions you may have in mind concerning your own choices. Each pupil can figure out with the help of the teacher the meaning of the 2.5 requirement in terms of his own marks
12. Study of clubs and club activities of the Highland Park High School through a bulletin issued by the student council. Club members or officers could present information concerning their club to any group desiring such information
13. Make a brief study in contrasts of good and poor study habits
14. Health is the first requirement of success. Find out through the study of the bulletin on health how health can be affected by habits of diet, recreation, posture, sleep, and emotional responses
15. A suggested activity for the tenth grade. Form a service organization composed of responsible students who will undertake the project of maintaining attractive classrooms and corridors.

16. Reports by group members on the history and significance of the high-school murals, the Polar Bear statue, and the Memorial fountain
17. Appreciation of the privileges of free textbooks and materials
18. An understanding and appreciation of the school: the Christmas pageant, Memorial Day, Thanksgiving and Christmas baskets, the Charity Dance, the *Spectator*, the Polar Bear (a junior-class project) senior plays, opera, band concert, all-school comedy, carnival, and Washington trip
19. The requirements of the eligibility committee: the importance to each class member of understanding the rules and regulations
20. To what extent has the guidance this semester affected you, your work, your daily learning?

Proviso High School's Articulation Program

VIRGINIA A. HAYWARD

PROVISO TOWNSHIP HIGH SCHOOL

MAYWOOD, ILLINOIS

Proviso Township High School makes provision in its school program to help eighth-grade boys and girls orient themselves to their new life in a new environment. The problem of articulation from grade school to high school is very acute because many of the thirty-five grade schools from which Proviso draws its personnel have students bodies that range in size from 30 to 700 pupils. Naturally when a student finds himself one of 4,100 students, he has many adjustments to make.

A committee composed of three faculty members has planned a program of articulation to meet Proviso's specific problems. It might be well to add that the local Supervisors' Club has a similar committee which is made up of grade- and high-school teachers. At least once during the year there is a program or discussion on articulation.

The following items may be listed in Proviso's program:

1. Freshman Day is the first day of school in September, when only freshmen report. Home rooms and programs of classes are assigned, lockers are given out, book rentals are collected, and other general arrangements are made for incoming students

2. As a part of the freshman English program, boys and girls write letters and themes about many of the problems that freshmen encounter when they come to high school. The best of these letters are sent to the elementary schools and given to each student. The purpose of this project is to give eighth-grade students information regarding Proviso and to help them plan toward their work for the next fall. The following is a list of theme topics
 - a. *First Impressions of Proviso*
 - b. *Grade School vs. Proviso*
 - c. *My Home Room*
 - d. *What It Means to Have a "Big Sister"*
 - e. *Opportunities in Athletics Open to Freshman Boys and Girls*
 - f. *Lunchtime and the Cafeteria*
 - g. *Why I Bought an Activity Ticket*
 - h. *My First Matinée Dance*
 - i. *My First Football Game* (or basketball game)
 - j. *Why I Like Freshman Chorus* (or general music)
 - k. *What I Have Made in General Shop* (or clothing, foods, or art) during *My First Year*
 - l. *Why I Am Glad I Am Taking _____ (any subject) during My Freshman Year*
 - m. *If I Could Live My Grade-school Life Over*
 - n. *Why I Have a Sixty-minute Study Hall at Proviso*
 - o. *What the Student Council Stands For—How Does It Represent Each Pupil? What Has It Done for Proviso Students?*
3. At the end of the first semester of the freshman year, a duplicate report card is sent to each elementary school as well as a summary of the grades for all the students from the particular school now in the freshman class. Also a summary of the grades for the freshman class is listed. In this way, a grade teacher can check on the work of each individual student. From the grade summaries a comparison can be made of the work of the students in each subject with the work of the entire freshman group
4. Open house is held during American Education Week for the freshman parents. Freshmen attend two classes during the evening session as well as home room

5. Proviso has a testing program. The high school furnishes the Otis Quick Scoring Mental Ability Test, Iowa Silent Reading, and The Schorling-Clark-Potter Arithmetic Test, Revised Form B. These tests are then given by the grade-school principals, graded by the high school, and the results are tabulated and returned to the grade schools. These tests are used as a basis to classify pupils during their freshman year. If a pupil does not pass the mathematics test, he must take some elementary mathematics during his freshman year
6. A personnel record card is filled out each spring previous to fall entry in Proviso by the student and parent and the eighth-grade teacher
7. Previous to enrollment for incoming freshmen, the high-school administration calls a conference of all grade-school principals and superintendents to discuss plans. Later the high-school assistant superintendent talks to the students at each grade school, passes out the mimeographed enrollment information, the printed high-school curriculum folder, and the enrollment card. He returns to each school approximately one week later to answer any questions and to collect all cards. Also, at the request of the eighth-grade parents, the assistant superintendent and the counselors make talks at enrollment time about Proviso offerings to the parent-teacher groups and eighth-grade parents. This may be in the form of afternoon or evening meetings
8. When the elementary pupils enter Proviso, each boy and girl is registered with his counselor in a guidance class which meets once a week. In general, the freshman-counseling program attempts to acquaint students with high-school regulations and current school activities, to develop worth-while mental attitudes, to promote good citizenship, to give social training in etiquette, and to discuss some vocational information. In the fall, after the pupils learn to know their counselor, they are asked to write confidential information about themselves
9. During American Education Week the freshman home-room teachers entertain the eighth-grade teachers, principals, and supervisors at a tea. This is to establish a better rapport between high school and grade teachers

10. When "special diplomas" have been awarded to eighth-grade students each pupil is given special attention. Adjustments are made during the year whenever it appears wisest. Those students who do not seem to be endowed with average ability and are ranked in the lowest 10 per cent of their class by the eighth-grade teachers or by the results of the testing program are placed in special classes in all subjects or special classes in some subjects and regular classes in others
11. Each home room has a "big sister" and a "big brother" who, as seniors, answer questions and plan activities to interest and acquaint their freshman brothers and sisters as to what high school offers

Conclusions

Effective orientation practices make significant contributions to the guidance program. The preceding descriptions of practices illustrate many of the kinds of things schools can do to help pupils bridge the gap and get started on their new programs in an effective way.

The following suggestions should be considered by any school interested in improving its orientation process: the pupils in the "sending" school should have a chance to visit the "receiving" school before they register; the high-school counselors should secure all pertinent information about the pupils from the grade-school teachers; the cumulative records should be passed along to the high school; questions asked by the elementary pupils should be discussed; the parents should have a chance to meet the high-school counselor and discuss any topics related to the new school; the handbook or school newspaper should be available to the elementary school pupils; older high-school pupils can be used to advantage in the orientation process; the teachers in the elementary school should be informed about problems of adjustment to high school so that they can make a maximum contribution.

The entire orientation process should be an important part of the guidance program. The school counselors should do some research work to determine the problems and needs of pupils and parents during this period. This information should be used as a basis on which to build the orientation program.

Chapter 4 THE ROLE

OF CLASSROOM ACTIVITIES

IT is becoming evident that an effective guidance program must be linked with the activities of classroom teachers. The teacher and the use she makes of her tools are vital factors in a pupil's success or failure. The curriculum as a whole and each subject should be planned according to the pupils' interests, abilities, and needs. The specific capabilities of each pupil should be known in order to help him locate himself in the curriculum, in order to help him choose subjects wisely. The classroom teacher should understand each pupil, his health, his attitudes, his general appearance, as well as his interests, abilities, and needs; she should inspire him to fulfill his potentialities. It is her personality which seems to count above all. So often young men and women say, "Oh, I don't remember so much about what we had in that course, but I do remember Miss Soland. I remember the way she thought, the way she spoke, the way she acted, the practical and common sense things she taught us." Knowledge, yes, but wisdom, too.

The able classroom teacher can do much to aid in the development of pupils through subject matter. There are opportunities for social development, for self-expression, for participation in group discussion, for information on occupations and how to be successful. The implications of the past for the present may be traced; ideals and standards may be established; logical methods of attacking problems may be learned; reading, personality, and other school difficulties may be discovered; tolerance and broad-mindedness may be developed and emotional stability encouraged through various subjects in the curriculum.

In the past too little emphasis has been given to guidance through the curriculum. This chapter attempts to bring together practices which some schools are finding most successful. Since this topic covers the entire gamut of teaching activities, it is possible to present only a cross section of curricular projects.

A Plan for Class Selection

MARTHA SHABER
JUNIOR HIGH SCHOOL
NASHUA, NEW HAMPSHIRE

At a designated time each grade in a group meeting receives information concerning the various curricula offered in the next grade for the following year. The grade counselor has charge of these weekly group meetings and explains the courses of study. A discussion is held concerning the values of the various subjects, the help that each can give, the necessity of some as college or vocational requirements. Copies of the courses of study are then taken home for consideration with the parents or guardian.

The following week during the group period the grade counselor, with the department head assisting, sits in individual conference with each pupil to discuss the decision regarding the choice of electives. As an aid the counselor has at his use the pupil's guidance folder in which are collected or recorded data concerning the child, his scholastic record, and his standardized test results. As an outcome of this conference the choice is recorded. If for some reason the home requests a choice that to the counselor seems unlikely to be successful, the pupil is told why the choice is marked "Not Recommended." This often leads to a parent conference and frequently to a change of choice. The cards are sent home for parents' signatures before the choice is listed.

Guidance through Subject Analysis

ELIZABETH WILSON
DEPARTMENT OF HIGH SCHOOL
COUNSELING
KANSAS CITY, MISSOURI

(In Kansas City subject guidance charts are counseling instruments developed by teachers.)

The Problem

Pupils, parents, and teachers are concerned with the wise planning of pupils' programs. Program choices should be made on

the basis of pupil needs, present and future, and pupil interests. The charts have been developed in order to furnish a clear analysis of course content in terms of the contribution that the course may make to the satisfaction of pupil needs and interests. On the secondary level there is also a need for helping pupils and patrons understand some of the vocational and cultural implications of the courses offered in the high-school curriculum. The lower half of each chart has been developed to relate the subject definitely to life situations by suggesting relevant material gathered from vocational and avocational fields.

The Process

As the first step in the development of a subject chart, an individual teacher is asked to prepare a graphic presentation of the content of the course and, likewise, a presentation of the cultural and vocational values of the course. It is emphasized that the charts are to be used by pupils and patrons and by home-room teachers who are unfamiliar with the technical vocabulary of the subjects. Every teacher is urged to use a vocabulary that has meaning for the pupils who have not yet had the course and which can be readily interpreted by the adults who will be advising with pupils. Attention is called to the importance of keeping the chart simple and making it effective by limiting the vocational and cultural values to those that are peculiar to or are particularly significant in the given course. After the individual teacher completes his chart, a representative is called from each high school to form a committee of revision. All the members of the committee are teachers of the subject under consideration. As a result of the committee's work, the revised chart represents the cooperative thinking and experience of most of the teachers of the given subject. Opportunity is given for the committee members to take the tentative charts back to their schools to secure the criticism of pupils and of other teachers.

Uses

The subject charts are used in three ways:

1. To assist pupils to plan their high-school programs intelligently. Every home room has sets of charts that are studied

by pupils and teachers, and frequently by parents, at preliminary enrollment time. Electives are chosen after a study is made of the content and values of the several subjects available to the individual for the following semester.

2. To assist a class in gaining an overview of the course and in checking on pupil and class progress. For example, copies of the American History chart are given to all members of an American History class when the semester opens in order to enable the pupils to gain in the beginning some idea of the content and objectives of the course. Pupils are saved from loss in the detail of daily assignment by having their attention called to the relation existing between these topics of immediate concern and the whole course.
3. To promote the appreciation of the values of secondary-school subjects in other life situations. The use of the lower half of a chart encourages the natural introduction of relevant materials from vocational and avocational activities into class discussions. A closer relation between the school room and life outside is established in the minds of pupils and teachers as they develop, use, and revise the subject guidance charts.

To illustrate this project, two of the subject charts are reproduced on pages 72 and 73.

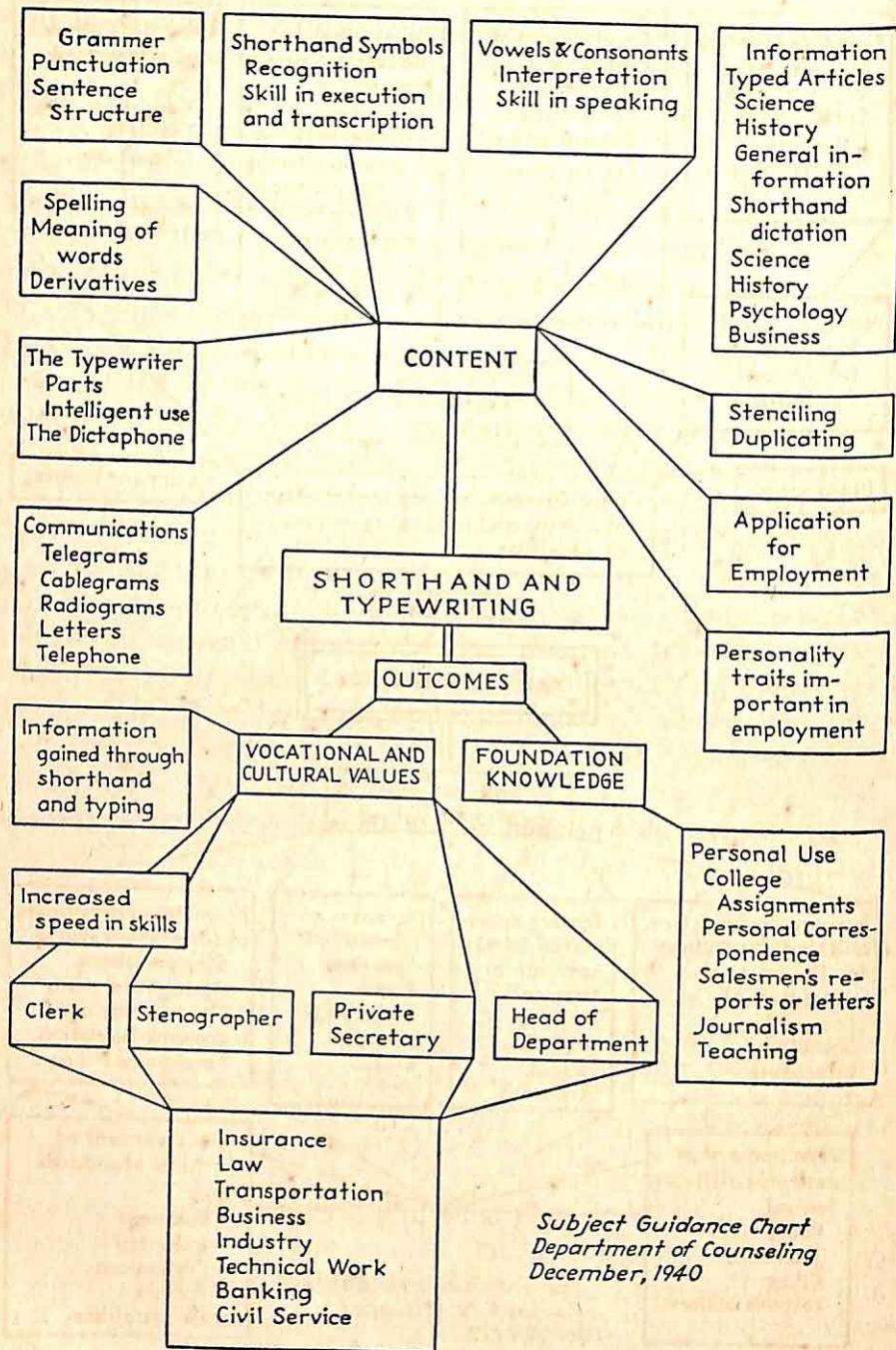
Finding Vocations Allied to Subject-matter Field

JOHN H. KINGSLEY
THEODORE W. CASSAVANT
PHILIP LIVINGSTON JUNIOR
HIGH SCHOOL
ALBANY, NEW YORK

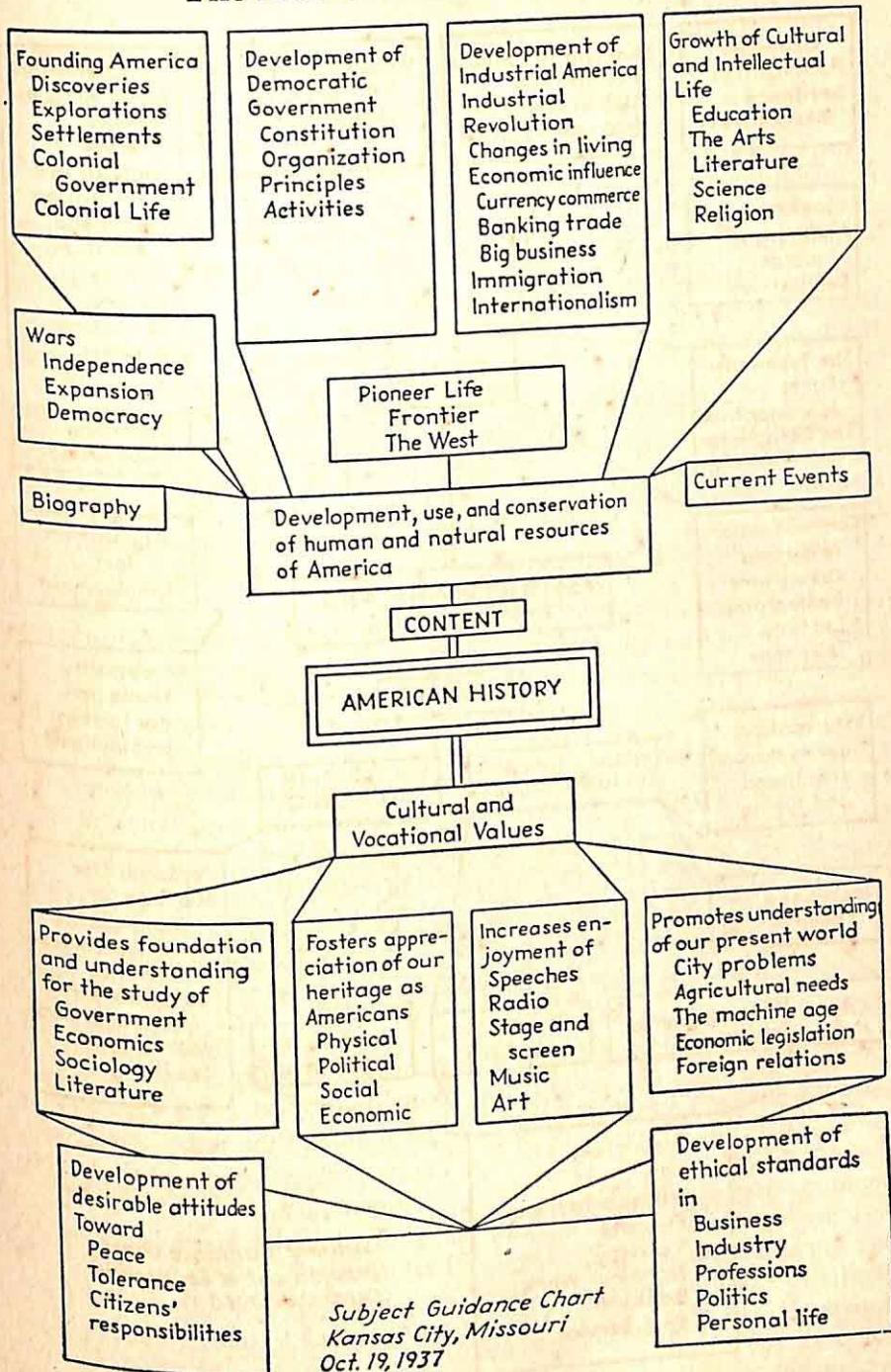
¶ To aid pupils in making a wiser choice of courses, some schools are careful to tie up the subject-matter courses with the vocational fields to which they lead. Such a practice carried on in every school in connection with each subject would be invaluable.

In Albany, New York, a bulletin is prepared for students interested in home economics which includes the offerings of the school and a discussion of where these offerings lead, under such headings as better home and family life, the educational opportunities, and the occupational outlets.

Guidance Practices at Work



Subject Guidance Chart
Department of Counseling
December, 1940



The list of occupational outlets for a study of home economics is shown:

Alteration worker (store, dry cleaners, etc.)	Extension worker (home economics)
Artificial flower maker	Family case worker (social worker)
Assistant buyer (clothing, house furnishings, textiles)	Fitter
Assistant merchandise manager	Food consultant
Bakery proprietor	Governess (nursery)
Beadwork maker	Hand sewer
Buyer	Head waitress
Cafeteria manager or worker	Health educator
Cake baker	Home economics teacher
Candy maker	Homemaker
Canning factory worker	Hospital work
Caretaker	Hostess
Catalogue illustrator (with art training)	Hotel manager
Caterer	House mother (residence hall)
Checker of supplies (hotel)	Housekeeper
Chemist (sugar products, textiles, milk products, flour products, public health, canned goods.)	Inspectress (hotel)
Child care	Institutional manager or worker
Clothing factory worker	Kitchen manager
Coffee merchant	Knit goods maker
Colorist	Lady's maid
Commercial decorator (plus art training)	Lamp shade maker
Companion	Laundress or laundry worker
Comparison shopper (clothing, etc.)	Linen room woman (hotel)
Confectioner	Maid
Consulting dietitian	Matron
Cook	Mender
Costume designer (plus art training)	Milliner
Counter girl	Nurse
Demonstrator—food	Nursemaid
Designer—clothing	Nursery school worker
Diet kitchen manager	Nutrition chemist
Dietitian—hospital, restaurant	Nutrition expert
Distributor—food	Occupational therapist
Doll maker	Paper worker (articles of tissue and crepe paper)
Dressmaker	Parent education specialist
	Parlor maid
	Proprietor of specialty shop (antiques, beads, baby goods, candy, china, dry goods, food, furniture, gowns, gifts, yarn, lingerie,

sandwiches, shirts)	Stylist
Public health worker	Tea-room manager
Refreshment shop proprietor	Textile industry worker
Research worker (foods, textiles)	Textile instructor
Restaurant worker or manager	Tracer and adjuster
Saleswoman	Trimmer (gloves, etc.)
Sandwich girl	Visiting housekeeper
School lunchroom manager	Visiting nurse
Seamstress	Waitress
Shopper	Weaver
Shopper's guide	Window dresser (gowns, etc.)
Spotter	Woman's exchange proprietor
Stock girl	

Guidance in the Classroom

ROBERT HART

MAUMEE HIGH SCHOOL
MAUMEE, OHIO

¶ It is recognized that "guidance" is not something which is turned on with the ringing of a bell and turned off with the ringing of the next bell. Teachers and students spend the major portion of the school day in a classroom. The guidance possibilities of the classroom are not to be overlooked.

Vocational guidance is carried on through the English classes of the eleventh and twelfth grades in Maumee, Ohio. Since English classes deal in large measure with instruction in reading, writing, and speaking and since vocational information can be used as a basis for both written and oral expression, arrangements have been made in the advanced English classes for at least one good unit dealing with vocations. Monographs, outlines, pamphlets, magazines, and other materials are available to the students for the preparation of oral and written reports. Seniors report on several vocations which interest them.

Also in the English Class

GEORGE H. SAWYER
OSAGE HIGH SCHOOL
OSAGE, IOWA

¶ Encouraging reading in the field of vocations.

At Osage High School the English classes stress the reading aspect in furthering vocational guidance. The objective is "to

motivate the courses offered in social and physical sciences by directing the student's reading in English, history, and general culture along the lines that will make these courses contribute to this special line of opening up avenues of approach for life occupations."

One section of the suggested reading list contains novels and biographies pertaining to particular industries and vocations. That section lists the following:

ALDRICH, BESS S.: *Miss Bishop* (teacher). Fiction.
 _____: *Mother Mason* (homemaker). Fiction.
 BOOKER, EDNA: *News Is My Job* (journalist). Nonfiction.
 CARROLL, GLADYS: *As the Earth Turns* (farm life). Fiction.
 CATHER, WILLA: *Lucy Gayheart* (singer). Fiction.
 _____: *The Song of the Lark* (singer). Fiction.
 CORNELL, KATHERINE: *I Wanted to Be an Actress*. Nonfiction.
 CRONIN, ARCHIBALD: *The Citadel* (doctor). Fiction.
 CURIE, MARIE: *Madame Curie* (scientist). Nonfiction.
 DAMROSCH, WALTER: *My Musical Life* (musician). Nonfiction.
 DELAND, MARGARET: *The Iron Woman* (iron and steel worker). Fiction.
 FERBER, EDNA: *Fanny Herself* (merchant). Fiction.
 HEYLIGER, WILLIAM: *Silver Run* (canning industry worker). Fiction.
 HEISER, VICTOR: *An American Doctor's Odyssey* (doctor). Nonfiction.
 HILTON, JAMES: *Goodbye, Mr. Chips* (teacher). Fiction.
 LINCOLN, JOSEPH: *Head Tide* (editor). Fiction.
 VALLERY-RADOT, RENÉ: *Life of Pasteur* (scientist). Nonfiction.
 SHEEAN, VINCENT: *Personal History* (journalist). Nonfiction.
 SPENCE, HARTZELL: *One Foot in Heaven* (minister). Nonfiction.
 TARKINGTON, BOOTH: *The Turmoil* (manufacturer). Fiction.
 WALD, LILLIAN: *Windows on Henry Street* (nurse). Nonfiction.
 WHITE, STEWART E.: *Rules of the Game* (lumberman). Fiction.
 WRAY, ANGELINA: *Jean Mitchell's School* (teacher). Fiction.

In the English Department

EAST HIGH SCHOOL
 WATERLOO, IOWA

Guidance in the English department grows out of the class and group discussions of literature, both classical and current, with which the students are familiar. Through a directed reading program in which English teachers make a special effort to suit the reading to the comprehension and interest level of the students,

the department endeavors to meet the pupil at whatever stage of maturity of thinking he has reached; the program then aims to broaden his range of understanding and point him toward establishing worthy goals and estimable idealisms.

To bridge the gap between high school and college, a college preparatory course in twelfth-grade English provides a review of essential skills and a preview of techniques of study on a college level. Recent graduates as well as the head of the English department of Iowa State Teachers College speak to the students on college entrance examinations, freshmen courses, and the general problems of adjustment to college. Perusal of college catalogues and familiarization with requirements of colleges which students are choosing comprise one unit of study. A term paper presents a summarization of the findings in a unit's study on the specific vocation the pupil intends to enter. For guided reading, lists of current magazine articles appealing to boys and girls direct them toward literature on social, economic, and scholastic problems of college life.

In Home Economics

DOVER HIGH SCHOOL
DOVER, NEW HAMPSHIRE

The home economics department of Dover High School conducts a placement bureau for girls working in homes afternoons, evenings, and vacations, doing housework or taking care of children. Those who have employed the girls file reports with the head of the department on their work and make suggestions for improving the instructions. The experiences gained by these girls show definite training in homemaking. Some of the girls act as waitresses and general helpers at social functions in various homes. The most unusual call to the department has been for a girl to come to a strange home and completely run the house and care for two children while the parents were away for several days. In this way it has been found that students are given practical experience in their homemaking work, develop qualities of responsibility, and are aided financially.

Helping the Poor Readers

A. CATHERINE LEDOUX
AMUNDSEN HIGH SCHOOL
CHICAGO, ILLINOIS

To improve the reading ability of a group of freshmen who read poorly and therefore have developed a distaste for books would seem a large enough task. At Amundsen High School in Chicago it was found that adding a guidance function—the development of students' individual interests—lightened the task rather than added to it.

During the first week of the semester the members of the freshman remedial reading classes are asked to write a letter to the school librarian telling her of their interest and asking her to recommend books in this field. These letters are written on conventional stationery, addressed, and delivered. Beneath each signature the class teacher makes note, in code, of the writer's reading grade. This information is invaluable to the librarian who makes recommendations in the form of individual answers to each student.

The following week the classes, armed with their correspondence, spend an English period in the library becoming acquainted with the books recommended and soliciting further help and advice. Meanwhile, individual guide sheets have been prepared by the class teacher in the light of what each student has written in his letter. This means, of course, that each member of the remedial reading classes is working independently in the field of his interest and as nearly as possible on his grade level. One period a week is devoted to this individual reading in the library. Other days are given over to regular remedial work.

It is gratifying to note that fields of interest are varied in no small degree and that there are few duplications within a class. Horses, dogs, stamp collecting, boat building, aviation, travel, play writing, sports, and nursing are a few of the topics investigated by the students of the remedial reading classes this semester.

Ingenuity on the part of the class teacher should bring forth vital guide sheets which will assuredly tend to stimulate students in careful reading, organization of materials, and development of originality. At the same time students will learn to read for a purpose and to follow directions, and they will receive training in spelling and composition. Upon completion of the job each student

is requested to give an oral report on his work. As a climax, a Reading Club exhibition and program are featured at the close of the semester.

We have come to believe that the foregoing procedure has, in many cases, developed so keen an interest in working on individual projects that students have voluntarily read extensively far beyond our expectancy. Aside from this belief we have found it a rather delightful scheme to relieve the boredom which might be entailed in carrying out a highly systematized remedial reading program. Finally, we offer the device as a means of vitalizing a regular English class where interest may be at a low ebb.

In Physical Education Classes

MATTHEW P. GAFFNEY

NEW TRIER TOWNSHIP HIGH SCHOOL

WINNETKA, ILLINOIS

"The physical education instructor enjoys a unique place in the school in so far as his or her opportunities to observe the actual growth processes of students is concerned" is the opinion of one member of New Trier Township High School's physical education department. "In physical activities the student is constantly interacting informally with other individuals and must adapt himself continuously to the social media in which he finds himself. Needs for growth in various areas are revealed at every turn by the student, thereby affording the physical education teacher an opportunity not only to teach skills in activities but to contribute toward the total growth of the student through wise counseling and guidance."

The specific instances in which guidance work is furthered in the physical education work are numerous. One method is the sending of a letter to the mother of every incoming freshman and new girl before school opens. This letter contains the aims and purposes of the physical education program, a few important factors in the program, a copy of the program, and an invitation to the parent to come to the school and consult the department concerning the needs of the student.

A meeting is held with the mothers of freshman girls during the second week of school. At this time the health and physical

education departments set forth the aims and services of the school and enlist parental cooperation.

The cooperation of the health and physical education departments is an important part of guidance for the students. While attention to physical defects and their correction is primarily the responsibility of the health education department, one member of the physical education staff has a special assignment of adapting the work of the physical education department to the needs of students who are physically below normal. This teacher sees that these students are re-examined at necessary intervals and sits in with the school physician on these examinations. The case is discussed by the instructor and the physician, and the student's physical activity program is adapted to her needs. In addition, this instructor acts as a counselor with such students, consults the parents, family physician, and adviser when necessary. A number of guidance conferences are held with each student physically below normal. These conferences are not based on activity needs alone, but are designed on a broader basis in order to assist the student to grow to the maximum of her capacity in becoming a well-integrated individual. Brief case history records are kept on each student.

The orthopedic needs of students are treated in a similar manner. A special body mechanics class is organized for remedial and preventive work. Extreme cases are referred to the parents with the recommendation that an orthopedic physician be consulted. Silhouettograph pictures are taken of the student before her examination and are used as a means of visual education. Conferences are held with all students in the body mechanics classes. These conferences, too, are executed on a total guidance basis as faulty body mechanics may be traced to many different causes.

The surveys which are made of student health and physical activity practices and interests are used as bases of class discussions. Dynamic functional health teaching and guidance are a part of every class procedure. Daily problems in social adjustments, health, and safety are treated as they arise.

The observations of students as they interact with one another in class activities, in the locker rooms, on the playing fields offer a wealth of information concerning the growth needs of the individ-

ual. Children who hang on the fringes of activity but are reluctant to participate, children who fail to cooperate within the class as a group, girls who dissipate too much time in the physical education plant—all of these and many others are manifestations of the failure of the student to make a proper adjustment. Instructors consult with the shy, the overbearing, and the noncooperative students in an effort to help the student grow to her maximum capacity. In some cases the program is changed in order to meet the needs of the students, while in other cases the student is assisted in making a satisfactory adjustment.

Intramural activities are run by students. They help to organize and administer the afterschool sports. The responsibilities of leadership, the psychology of handling people, the philosophical background of a leader—all contribute to the growth of the student.

In a vocational sense invaluable guidance is given students who feel that they are interested in becoming physical education instructors. They are enrolled in a course in sports' administration which is set up for the training of student leaders. In addition to the tryout aspect of the course, students are assisted by two conferences a year in determining whether or not that is the field for them to choose.

Guidance Functions as Part of Core Curriculum

JOHN S. WYSE
THEODORE ROOSEVELT HIGH SCHOOL
LOS ANGELES, CALIFORNIA

The flexibility of core curriculum classes makes it possible to carry out guidance activities in the core program. Core curriculum classes are held in tenth-year English, eleventh-year social studies, and twelfth-year senior problems. Once each semester one of the counselors goes to each of the core curriculum classes and spends one or two hours in the discussion of guidance problems with the students. Additional time is given to this work in the B 10, A 11, and A 12 grade levels.

At the B 10 level the emphasis is on available curricula, graduation and college requirements, and other training opportunities open after high school. Occupations are studied and reported on. Pupil abilities are evaluated.

Guidance Practices at Work

In the A 11 semester this study is intensified and the counselors check each pupil's record to see whether he is meeting graduation requirements. In the A 12 semester the students are classified according to their plans. Those planning to go to college spend five weeks in college orientation. Pupils expecting to go directly to work are trained in the techniques of securing employment and the use of application blanks and tests used in industry.

Occupations Course Added

J. R. TERHUNE

NORTH PLAINFIELD HIGH SCHOOL

NORTH PLAINFIELD, NEW JERSEY

A senior-year course being introduced to assist in the performance of one of the guidance functions is a course entitled "Employment Opportunities." This is a one-semester course which will consider in detail such topics as local employment opportunities, placement services and how to use them, noncommercial employment opportunities such as those afforded by Federal and state agencies, the interview, how to advance in employment, and opportunities for further education locally available. Basic reviews in arithmetic, spelling, and penmanship will also receive attention in this course.

Extended Home Rooms

MERTRUDE NOAR

MCILLESPIE JUNIOR HIGH SCHOOL

PHILADELPHIA, PENNSYLVANIA

Home-room teachers are meeting with their home-room groups two additional periods every day. By the use of pupil-teacher planning technique, they will develop centers of interest as learning experiences. The content will be determined by pupil needs and interests. Guidance will be an integral part of the program. The teachers will come to really know their pupils and to do, therefore, more effective guidance. We prefer to call this method "general education" rather than core courses. Its purpose is to avoid any

superimposed guidance setup which is believed inadequate in meeting students' real needs and interests.

Holding Subject-matter Conferences

ELIZABETH WILSON

DEPARTMENT OF HIGH SCHOOL

COUNSELING

KANSAS CITY, MISSOURI

Of This novel type of conference has unusual promise.

Westport High School is a senior high school with an enrollment of about 1,600 pupils in grades 10, 11, and 12. The subject guidance conference was planned by faculty and student committees in response to a teacher request that adult employed citizens be invited to discuss with pupils the values for adult life to be obtained from courses or subjects taken in secondary school.

The Program Plan

The conference was held one morning during a double assembly period of approximately two hours. A faculty committee organized the school offerings in twelve departments, as follows:

English	Speech arts
Mathematics and physical science	Art
Biological sciences	Music
Foreign languages	Practical arts for boys
Social sciences	Practical arts for girls
Commercial subjects	Physical education

Each pupil enrolled in two discussions, *i.e.*, English and one elective. Teachers and pupils regarded the English groups essential for every pupil because all speakers in previous conferences, regardless of specific assignment, had mentioned the importance of mastering certain information and skills to be found in high-school courses in English. The elective was selected by each pupil after opportunity had been given for home-room discussions and conferences with his parents.

The student body was divided into two groups. During the first assembly period one-half of the pupils participated in the discussion

of the values for adult life to be found in high-school English classes. The remaining pupils met at this time in groups of approximately thirty-five each for the discussion of the values of the subject which they had elected from the eleven groups other than English.

At the close of the first period the pupils in the English group passed to the classrooms for their electives, while the pupils who had been in elective groups assembled for the English discussions.

Organization.—Faculty and student body cooperated at every point in planning and conducting the conference. Responsibilities were shared under student and teacher leadership, each contributing in the way and to the extent that seemed most effective for securing a gracious and informative occasion.

Student Preparation.—The entire student body participated in the preparation for the conference. During the week preceding the conference the classes discussed and formulated questions related to their subject areas which they wished to have answered by the speakers. As a result, the periods for student-leader discussion were very lively. Students were ready with pertinent questions, expressed carefully. Home-room and classroom groups discussed also the various ways in which the students could express their appreciation to their speaker guests who were giving so generously of their time and interest. Many speakers commented later on the genuine interest, the prompt, clear questions, and the spontaneous thanks which they received from pupils. Enrollment cards, lists of speakers, and other materials were prepared by the commercial classes. Signs were made by pupils in the drafting classes.

Speakers.—Teachers, the counselor, the director of counseling, and pupils suggested citizens who might be secured as discussion leaders. The purpose of the subject conference was interpreted to the desired leaders in personal interviews and by letter. The adults invited accepted enthusiastically. The speakers agreed to remain two periods, leading the discussion in a different group each hour. The respective subject areas were discussed under the title, "The Values for Adult Life to Be Secured through High School _____" (Biological Science, English, etc.). The several speakers in a given subject area were chosen because of their varied experiences in the use of the subject content. In the mathematics and physical science

groups, for example, one speaker discussed the values of these subjects for aviation; another, for department-store selling and similar business; a third, for the building trades; and the last, for teaching and research. A very definite effort was made to secure the discussion of values both for the pupils with noncollege and college plans and interests. Each speaker presented his material in thirty or thirty-five minutes. Pupil questions and pupil-speaker discussion filled the remaining part of the hour.

Student Chairmen.—The student council selected student chairmen to preside in each group. The speech teachers coached these students in matters related to meeting the guest speaker, conversing with him informally, introducing him to individuals, presenting him to the group, thanking him, and accompanying him at the close of the conference to his car or securing a taxi for him.

Preconference Period.—The principal, vice-principal, counselor, and director of counseling were in the school office to assist the student chairmen. Representatives of the student councils and of the administrative staffs of the other high schools and junior high schools were invited to participate in the conference as members of the student body. The atmosphere of the office was friendly and gracious as the student chairmen received their guests, introduced them to each other and to the school administrators. At the opening bell the students passed from classrooms to assigned discussion groups. The speakers were then accompanied by their chairmen to the groups awaiting them.

Follow-up.—Letters of appreciation were sent to all adults who participated in the conference. Classes gave consideration to the values suggested by the leaders. Pupils discussed their own experiences in the various subjects and checked to determine whether or not they were securing the values which had been emphasized. Teachers and pupils conferred on possible methods of increasing the emphasis on the number of desired values. Teachers and pupils agreed that it had been very stimulating and helpful to have citizens bring concrete examples from their experiences in business, industry, and the professions to show that some of the information, skills, habits, and attitudes gained in high school have value in adult life.

Counseling through Marks

ELIZABETH WILSON

KANSAS CITY PUBLIC SCHOOLS

KANSAS CITY, MISSOURI

In order that all marks might mean the same thing to all those giving them to those earning them, Kansas City schools have worked out a standard-for-marking sheet. These standards are of great value to the teacher's, to the students, and to the parents.

STANDARDS FOR MARKING

	E	S	M	I	F
I Preparation	The pupil makes lesson preparations which fulfill the maximum requirements and which are distinctly outstanding in quality	The pupil makes lesson preparations that approach and often fulfill the maximum requirements and which are good in quality	The pupil makes lesson preparations which exceed the minimum requirements, and which are poor in quality	The pupil makes lesson preparations which fulfill the minimum requirements but are poor in quality	The pupil makes lesson preparations which are so poor in quality or lacking in quantity that they fail to fulfill the minimum requirements. He retains few of the facts and principles and applies them inadequately
II Mastery and accuracy	He learns the basic facts, principles, skills, and processes with a very high degree of accuracy	He learns the basic facts, principles, skills, and processes with a high degree of accuracy	He learns the basic facts, principles, skills, and processes with a moderate degree of accuracy	He learns the basic facts, principles, skills, and processes with only a limited degree of accuracy	

III Prompt- ness	His lesson prepa- rations are com- plete at the time designated in the assignment	His lesson prepa- rations are com- plete at the time designated in the assignment	He is habitually prompt with his lesson prepara- tions	His preparations are occasionally late or missing
IV Written work	His written work is in accordance with the require- ments for written work in the high schools of Kansas City, Mo.	His written work is in accordance with the require- ments for written work in the high schools of Kansas City, Mo.	After some prac- tice his written work is in accord- ance with the re- quirements for written work in the high schools of Kansas City, Mo.	His written work is seldom in ac- cordance with the requirements for written work in the high schools of Kansas City,
V Correc- tion of errors	He corrects his er- rors on his own initiative as well as at the sugges- tion of the teach- er. He does not repeat carelessly the errors of pre- vious work	He makes few of the common er- rors of earlier years. He under- stands and applies criticisms and corrections read- ily	He corrects errors called to his at- tention by the teacher. He be- comes increasing- ly free from such faults	He repeats com- mon errors fre- quently and care- lessly, even after they have been called to his at- tention
VI Interpre- tation	He interprets the meanings of the basic facts and principles and makes independ- ent use of them	He interprets the meanings of the basic facts and principles and frequently makes independent use of them	He learns the basic facts and princi- ples sufficiently well to make progress and oc- casionally to in- terpret them	He learns a mini- mum of the basic facts and princi- ples but rarely interprets them

Marks offer the classroom teacher an unusual opportunity for counseling. Too often the interest of parents and pupils in the teacher's mark is evident only at examination periods and when grade cards are issued. Under these circumstances the meaning of the marks issued is frequently misinterpreted. A common expression from pupils is, "She gave me an *M*." Attention is given to the mark as a record rather than as a measure of growth which it represents. Moreover, teachers must avoid such expressions as, "I gave him an *M*." If the pupil feels that to some extent he receives rather than makes his mark, he is encouraged in the attitude of "getting by" and fails to evaluate his own progress critically and to plan for definite improvement. It is desirable that a pupil be able to measure his progress at any time at which a knowledge of his standing would stimulate his growth.

The first standard for each mark, "Preparation," affords the teacher the opportunity to determine the details of preparation which are accepted as most significant for measuring the quantity and quality of the recitations on material assigned. The second, third, fourth, and fifth standards (mastery and accuracy, promptness, written work, correction of errors) are intended to rate certain details of pupil achievement which should result in habits of promptness, accuracy, and good form. The sixth standard, "Interpretation," is intended to assist the teacher and the pupil in measuring the total growth of the pupil in the course. It is a criterion for evaluating the pupil's knowledge, interpretation, and application of the subject matter of a given unit or of the entire course. While the first and the sixth standards are the most significant in determining marks, the second, third, fourth, and fifth standards are also important in checking the pupil's success in fulfilling the requirements of the course promptly and in acceptable form.

The objectives of counseling by means of marks are:

1. To emphasize the fact that marks are a measure of pupil achievement rather than an expression of teacher opinion
2. To encourage helpful self-criticism as an aid to growth
3. To eliminate the feeling of uncertainty and strain with which the conscientious pupil regards the grade card

4. To encourage parents and pupils to study the meaning of the five-point scale used for the evaluation of pupil achievement

An Art-of-living Course

CATHERINE BEACHLEY
HAGERSTOWN SENIOR HIGH
SCHOOL
HAGERSTOWN, MARYLAND

Guidance as a point of view is permeating the classroom. The course content is being rearranged to fit the educational needs of students. It was such a situation which gave rise to a new course called "An Art-of-living Course" in Hagerstown Senior High School in Hagerstown, Maryland. The course is described by the dean of girls.

A general introduction was given by the dean of girls about the trend of the course, which was to convey to the pupils the idea of not substituting a part of life for the whole, that earning one's living was important but that the finer things of this world—books, art, music, and friends—constitute a side of life that is essential for making it an art. This was followed at a two-week interval (talks were given for a half hour only twice a month) with an informal speech by a former newspaper man on the *Art of Having a Hobby*. The next topic, *The Art of Being Economical*, was covered by one who knew well the field of business. No Art-of-living course would be complete unless it included a discussion on the *Art of Good Health*. Fortunately we are located near one of the best public health centers in the United States. The director consented to come to our city and address our senior student body on what he felt an educated person should know about health. The *Art of Conversation and Reflective Thinking* was introduced with the thought that we have done a great deal concerning chemical and electrical engineering, but only in the most recent years have we tried to do something about "human engineering." A college president presented the *Art of Being an Educated Person*. His underlying principle of education was that it must allow room for change in the thinking of this generation as it grows into the next generation. Life is impossible unless one has friends, so there was included a talk on the *Art of Friendship*. The questions were asked: "What is a friend?" "Who is a friend?" The theme for the *Art of Reading* topic was taken from the inscription over the doorway of a reading room in a Boston library:

Books are keys to wisdom's treasure
 Books are gates to lands of pleasure
 Books are paths that upward lead
 Books are friends—come, let us read.

The *Art of Public Speaking and Improving Your Memory* was next on the program. Since the vast majority of us have had the good fortune to be born in the greatest country on the face of the earth, it behooved us to include the topic, the *Art of Being a Good Citizen*. Man cannot live by bread alone, and as the sweet is always at the end of a meal, so the *Art of Music Appreciation* was left until the close of the year's project.

We are very enthusiastic about the results of this project. It has tended to color and stimulate all of our work in all of our classes.

Contacting Parents

HARRY F. GRACEY

UPPER DARBY ADULT SCHOOL

UPPER DARBY, PENNSYLVANIA

At the seventh-grade level the students meet once a week. In order to enlist the cooperation of the parents in putting across a program on how to study, the following letters were written to the parents of seventh graders.

Dear Parents:

. . . It is our intention in this and future letters to acquaint you with the purpose and nature of guidance as a definite part of our school life. You will discover that educational systems of the past offered very little in an organized form on this subject, and you may be interested in our various attempts to help your boy or girl enjoy a happy and successful school career.

We consider guidance as a "preparation for making wise choices." In the seventh grade the emphasis is on the pupil's adjustment to life in the junior high and his realization of himself as an individual and as a member of a group. It is an attempt to help pupils to be less dependent upon others and to move toward the ideal of the self-directed adult. The chief emphasis this year is on how to study.

It is with the latter subject that this first letter concerns itself. How to study effectively is an ever-present difficulty for students; yet it is clearly evident that with friendly guidance and direction, many so-called "difficulties" can be eliminated. In the first place, you would be performing an important service for your boy or girl if you would cooperate in helping to establish a good physical setup for home study. Cooperation on the

part of parents in this case would serve its best purpose if the actual work of the setup were done by the pupils themselves, with adults giving permission and suggestions when needed. May we offer the following suggestions:

Physical Setup for Home Study

The student should have (as nearly as possible):

1. A room of his own for study away from the general noises of the home. If this is impossible, then a corner of a room at a time when distracting noises are comparatively few
2. A desk or table of his own. A place where he feels the "privacy" of his own place of business. Preferably made by himself
3. A desk or bridge lamp (no less than 60-watt bulb). This too can be constructed by the average student with a few supplies and finally checked, of course, by an adult. Eye specialists declare a ceiling light and less than 60-watt bulb injurious to the sight
4. A firm, straight chair. Lounges and beds for study create a relaxed body and, subsequently, a "tired" mind
5. Quietness. Too much emphasis cannot be placed upon this need. Studying with others and the distraction of radios have been proved to cut down the efficiency of mental work. Radios have resulted in more half-studied lessons than many people realize. Smaller children should be prevented from "bothering" students at their study hour. Parents could help by not imposing extra tasks or errands at this time
6. Proper ventilation. Fresh air, well circulated, keeps the student's mind clear and prevents undue tiredness
7. Proper supplies (pencils, ink, paper, etc.) and school textbooks on his desk. Nothing else. All hobbies, gadgets, etc., should be in other places. The desk should be a place for "school business" only
8. Dictionaries, atlases, and other reference books serve their best purpose in the home if they are near the pupil's desk. Letting things go half finished results when references are "too far downstairs"
9. Have a definite time each day for study. Preferably a time when general household noises are subdued. The student can often work this out for himself, but friendly adult guidance would be of service here, for the adult is better able to foresee family arrangements

A physical setup like this is, in our opinion, part of the solution for training your boy or girl how to study effectively. Although the plan does not guarantee that pupils will suddenly become scholars, it is, nevertheless, a move in the right direction. Cooperation on the part of the home will add much to the student's chances for future success both in and out of school. Many of your children have duplicates of the above nine points in their notebooks and have been discussing them in class with their

teachers. Feel free to talk with them about these matters and send us your reactions through the boys and girls, or, better still, visit the school for personal conferences with any of the teachers.

Other letters of a similar nature will follow touching upon the following subjects:

- The mental attitude toward studies
- Learning how to concentrate
- How to study major subjects
- How to keep notebooks
- How to analyze progress through reports
- The importance of the assignment book

We shall be pleased to hear your criticism, and we invite your help in developing further plans for the future success of your boys and girls.

Student Committee Conducts Study Periods

MATTHEW P. GAFFNEY

NEW TRIER TOWNSHIP HIGH SCHOOL

WINNETKA, ILLINOIS

In an attempt to put democracy on the action level, New Trier High School in Winnetka, Illinois, organized student-supervised study halls. The personnel of these study halls, about nine hundred students, is selected through the recommendations of the student advisers. Freshmen are segregated into special study halls which function on the same basis as the larger halls.

At the beginning of each semester, a member of the faculty is appointed to handle numerous routine matters which occur in a study hall at that time. After a period of two weeks the faculty member is withdrawn and the student supervisory body begins to function. At the head of the organization is the study-hall committee sponsored by the student council and made up solely of students. A representative from this study-hall committee organizes the study halls under one of several plans which have been thought out and developed by the committee. The study-hall plan is explained in detail and some dozen basic rules which have been requested by the body as a whole are presented to the study-hall groups.

Following this an election of hall supervisors takes place. Two methods have been used: nomination entirely from the floor and recommendation by the committee plus nominations from the floor. The former method has brought better results. When the nomina-

tions have been made, each student in the study hall is entitled to two or three votes according to the number of supervisors to be elected. There has been experimentation as to the number of supervisors elected and their duties. The most recent and effective of the various plans follows this general pattern. Three supervisors are elected. The student receiving the most votes is head supervisor. The others act as supervisors, remaining at the front desk of the hall. The head supervisor moves about the hall. He meets with the study-hall committee which holds him responsible for the proper functioning of his hall. Within the study hall all supervisors have equal authority.

The sole duty of these supervisors is to maintain order. Other members of the study hall are appointed by the study-hall committee, upon the recommendation of the former faculty supervisor, to take roll, check on absentees, and care for other administrative details.

Counseling the Failing Pupil

MCKINLEY HIGH SCHOOL
NILES, OHIO

Cases of failure are often due to inadequate guidance through the curriculum. In counseling students who have failed in McKinley High School, the following forms are used.

Form Used in Counseling the Failing Pupil

MCKINLEY HIGH SCHOOL
Conference Summary

Name _____ Date _____ H.R. _____

- A. What appears to be the general school interest of the pupil?
- B. What are his general outside interests?
- C. Could it be possible that outside interests interfere with his school interest?
- D. Which, in the case of this particular pupil, seems to be most important?
- E. What is the pupil's attitude toward his teachers?
- F. Does absence play a part in failure?
- G. Are home influences conducive to success in school?
- H. Is he deficient in reading speed?
- I. Does he seem to cooperate?
- J. If not, what appears to be wrong?
- K. Should a change of teachers be recommended?

L. What is the general impression left by the pupil as to his difficulty?
 M. Circle the letter which best describes the following:

Cooperation—A B C D E

Attitude—A B C D E

N. Check habits

Reliable? _____ Honest? _____ Polite? _____ Neat? _____

Frank? _____ Shy? _____ Friendly? _____

O. Physical defects? _____

P. Extracurricular activities? _____

Another Form in Counseling the Failing Pupil

Name _____ Class _____

Address _____ Telephone _____

1. Do you expect to graduate from high school?
2. What course?
3. What plans do you have after graduation?
4. Have you always scheduled courses which lead to this future plan?
5. Where did you get the facts concerning your future career?
6. Have you ever failed a course in high school? (junior or senior)
7. Name course or courses here.
8. How valuable is this failed course to your future plans?
9. What one reason can you give here for your having received a failing grade?
10. Is there another reason which may particularly have something to do with your failure?
11. What have you done to overcome the difficulties listed under 9 and 10?
12. What do you believe could be done for you in these difficulties?
13. Would your effort in this subject be an A, B, C, D, or F?
14. Have you talked with the teachers of the subjects in which you are having trouble?

Guidance toward Better Health

An analysis of guidance through the curriculum would be inadequate if the health needs of pupils were not stressed. We have had ample evidence during the past years of the need for a revitalized health emphasis. The following descriptions indicate some of the ways schools are meeting the health needs of pupils.

A Complete Health Program

GEORGE OLSEN
EVANSTON TOWNSHIP HIGH
SCHOOL
EVANSTON, ILLINOIS

(A complete health service in operation. Many features of this plan are operative in other schools.)

Organization of the Department of Health and Physical Education

This department is supervised by the director, who is also the assistant superintendent. The department has three divisions: health service, boys' physical education, and girls' physical education. Each division has a chairman and an executive committee which is a policy-making committee acting for its own group.

The director works with the school health committee which, besides the director of health and physical education, includes representatives from the boys' physical education department, the girls' physical education department, and the science department, as well as the school physicians and the custodian. The member of the science department is there to aid in health education in the classroom. The custodian is present on call in connection with his work on sanitation and safety.

The health service consists of two school physicians and two school nurses. One of the physicians is the commissioner of health for the city of Evanston. He is on a part-time basis as far as the school is concerned and acts as a factor in bringing about fine community cooperation. The other physician is in private practice. He also gives only part of his time to the school. Both physicians are on regular schedule and are subject to call. The two nurses are full-time employees. One is head of the health service division, but outside of the planning of the work of the service and meeting with the health committee, her work is of the same type as that of the other nurse.

Community Tie-up

The interest and cooperation of the local health department and of hospital associations is solicited. Where operation is under a dual administrative system as in Illinois, frequent meetings are held with representatives of the elementary districts. Committees from these organizations prove helpful. Serious consideration should be

given to the possibility of a city-wide health committee. Contact with other agencies, such as the YMCA, YWCA, boy scouts, church and city recreation bureaus, should be fostered if pupil activity loads in and out of school are to be known. The department should keep the P.T.A., women's clubs, and service clubs informed and actively interested, since such organizations are usually willing to help sponsor health plans. Workers in health and physical education need to use all the forces and groups of the community for promoting a functioning program. Community, state, and national aids are resources that must be known and used. There are many services which are not known to health workers and, therefore, invaluable aid for students is overlooked. Workers in health and physical education need to have broad professional training and a keen understanding of social and economic problems.

Aims and Objectives of the Health Service

1. To safeguard the health of the student group
2. To protect the health of the individual student
 - a. By adequate instruction for the prevention of illness and promotion of health
 - b. By preventive measures such as immunization, tuberculosis case findings, and notation of defects
3. To have each student under the supervision of a private physician or clinic and a private dentist

Physical Setup of Health Service

The health service includes a suite of rooms with a receiving room, dispensary, a record room, nurses' office, an examining room used by the two physicians, two dressing rooms, and two resting rooms with nine cots in each room, one room for boys and the other for girls. These are equipped with large screens to block off sections of the room if the capacity of one room is overcharged. The health service suite is near the middle of the school plant. One of the nurses is in the receiving room at all times.

Health Program

Grade School Record.—One of the records received in high school from the elementary school for each student is the eight-year

cumulative health report. This contains a record of general examinations given twice during the grade school career, including any extra examinations given where indicated. This record is sent to the health service. From these records special cases are immediately checked for special attention. For example, in any case of crippling, the student's program is checked for curricular load and the floor plan for classes is arranged to best advantage.

General Examinations.—Preliminary to the opening of school, in order to speed the work of the health service, freshmen and juniors are examined. The examination is conducted by the two school physicians, the two school nurses, and a core of local physicians—general practitioners. The examinations are run on a two-hour session plan in order not to tire the examining force. The Military Training Corps and the athletes are also examined at this time. MTC students, athletes, girls and boys—all receive the same general examination.

The examination is run on the station basis with one variation. The student goes to one station for ear examination, to another for chest, another for heart, etc. But in order to avoid the failure to coordinate the various weaknesses in the station-to-station examination, single examinations are used as a check where any unusual findings are recorded. To ensure a whole diagnosis for all students, some one physician is held responsible for a whole view of the child's health picture. Women doctors examine the girls; men examine the boys.

By this plan the entire student body is examined every two years. Athletes, MTC students, and any other students where it is thought wise may receive examinations more frequently. MTC and athletes must be examined once each year and must be re-examined after injury or illness. Every student in school must be examined.

Much health information is disseminated by the people connected with the examination. Students who have not been vaccinated for smallpox are given permit slips to take home. In cases where permit slips have already been signed, the vaccination may be given along with the general examination. Visual and dental defects are checked by the physician during the course of the examination. In the past students have been given slips to take

home regarding defects found, but now they will be mailed to the parents.

Use of Health Information

As soon as the examinations are completed, the health staff develops a master list of defects. This is a list of all pupils with a check in the column of the defect found. This master list is corrected as these defects are remedied. In this way the master list, which is kept in the health service, gives a perpetual inventory of the health status of the entire school. This list is used for an overview. As a student is interviewed on health problems, his individual card is used.

Records

In the health service there is a folder for each student in school. It contains the grade-school physical examination card, the physical examination card filled out during the general high-school physical examination, a special 5- by 8-inch card for special information which is not to be made public, and letters or other information relating to the student's health activities such as excuses from physical education classes, etc.

This folder is kept in the health service permanently and is available to all teachers and administrative officers and to parents in conference.

The master list of defects already referred to is one of the health records. A third is a record of attendance of individuals at the health service.

The fourth is the nurses' record. This is a daily record of the nurses' activities for the day. It may be totaled to show the different services rendered per month or per school year. This is an important record as it reflects what is really taking place in the health service. It tells what is being expended in the health service. At first three-fourths of the nurses' time was spent on first aid and one-fourth on health education. Now the figures are reversed. Another advantage of this daily log is that it allows the health service to "spot in" special drives in slack times of the health service, such as special drives on nutrition, tuberculosis, etc. The work is thus equalized over the year and can be done more efficiently.

Finally, special files are kept in the health service for certain drives which are felt desirable. Information on dental and visual health loan fund, tuberculosis case findings, etc., are filed here.

100 Student Health Officers Help Make Health Program Effective

BESS E. GEPhART AND
HAROLD J. PEGG

ROOSEVELT JUNIOR HIGH
SCHOOL

ALTOONA, PENNSYLVANIA

(Pupils can make significant contributions to the health program.)

In the conduct of a combined health and hygiene program, Roosevelt Junior High School enlisted the support of one hundred student health officers. There is a health officer in each of the fifty-seven home rooms, and in cases of mixed group home rooms, there is an officer for the girls and one for the boys. These officers are appointed, and the selection is made from the vice presidents or boy or girl scouts of the home room if possible. The duties of the health officer include assisting the teacher with all the various phases of hygiene and disease prevention. The health officer keeps a health record of his room; each month these records are brought to a joint meeting where new phases of hygiene and health are discussed so that the health officers may continue to realize the vital part they are contributing toward community health. Health pamphlets obtained from local insurance agencies help these officers in their work.

The duties of the health officer are:

1. Check personal appearance daily
 - a. Cleanliness of skin
 - b. Arrangement of hair
 - c. Care of nails and teeth (discourage biting nails)
 - d. Tidiness of clothing
2. Determine infectious skin conditions (report name of pupil with skin condition)
3. Determine communicable diseases (report names of pupils or families where quarantine, such as scarlet fever, exists)
4. Keep himself or herself informed as to principles of minor first aid (may be able to assist if nurse is not in building)

5. Observe pupils with coughs, colds, headaches. If pupil becomes ill, health officer can inform teacher and help pupil to nurse's office. If pupil does not become ill, health officer should call pupil's attention to checking on his or her health habits
6. Help keep pupils informed about system of being excused from gym when necessary, and in case of gym accidents the officer should accompany pupil to gym teacher and nurse's office
7. Get wraps and take the excuse slips to teacher for pupils who are so ill as to have to go home

The health officer's report is a mimeographed sheet as follows:

Name of Health Officer _____

Div. _____ Room _____

Put check under item for which pupil was advised.

Date No.	Personal appearance	Skin infections	Cold cough	Head-ache	Other illness	Other reason (state reason)
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An evaluation of this program has convinced Roosevelt Junior High School that this program is worth while. Already they find that the health officers are offering valuable assistance and proving themselves good apostles of cleanliness and better health for those for whom they work. A goodly amount of enthusiasm has been created for the program and a considerable practical application made of what has been taught in the health and hygiene program.

Tuberculin Tests Given as a Special Health Service

DR. BERNARD J. DOWD
KALAMAZOO PUBLIC SCHOOLS
KALAMAZOO, MICHIGAN

*Q*In addition to the health services considered customary in schools, as medical science advances and as funds are available for further work, more and more special services are appearing in the public schools. The tuberculin testing program in the Kalamazoo public schools is typical of the program carried on in other schools where facilities of the community permit.

In 1940 the Kalamazoo Public School Health Service initiated a program of tuberculin testing in the senior high school in an effort to uncover any active cases of tuberculosis and to determine the incidence of positive reactions to the tests given.

The actual testing program was placed under the supervision

of the city health department with the cooperation of the Michigan Tuberculosis Association and the school personnel.

The program is initiated by devoting a few weeks to education of the students and their parents by lectures, posters, newspaper articles, and informal discussions to acquaint them with the value of the tests. The students are then given permission slips which have to be signed by the parents before the student can be given the test. The program is entirely voluntary. No one has to take the test and no one is tested who does not have the written consent of his parents.

Students are given pamphlets explaining the meaning of the tests. A "positive" reaction means "that there are tuberculosis germs somewhere in the body. A positive test does not mean that you have tuberculosis. The germs in the body may be doing no harm whatever. Or, again, they may be. The test does not answer that question."

By means of X-ray facilities provided by the Michigan Tuberculosis Association the positive cases were given X-rays. Some of the students who had positive reactions the previous year were also X-rayed again. In case active development of tuberculosis is found, that student is placed under treatment as soon as possible and all contacts of that student are examined.

The whole program has been received very enthusiastically. Support has been given it not only by the state tuberculosis group and the health department but by local physicians, students, and parents. The board of education has approved the plan as an annual program for all tenth-grade students and other new students.

Group Use of Health Materials

O. V. WALTERS
EAST HIGH SCHOOL
AURORA, ILLINOIS

East Aurora High School also presents its health education in its guidance program. The discussion approach to the program is used. Materials are prepared for the home-room sponsors and are used as guides in all the home rooms.

Lesson on Your Personal Health

Let us now discuss the effect of physical conditions upon your ability to study. It is your job to keep your body and mind in good

condition, for the body influences the mind and the mind influences the body. The ideal condition is a sound mind in a sound body.

How Shall I Care for My Body?

Food.—Eat good wholesome food at mealtime. Do not overeat and do not eat between meals. Proper food is important in keeping you in good health.

Sleep.—Sufficient sleep with plenty of fresh air is very essential, for during our sleeping hours our bodies are being renewed and refreshed. You should acquire the habit of retiring and rising at regular hours. If you are not physically and mentally rested, much of your study time will be wasted. You should have at least 8 to 9.8 hours sleep each night, depending upon your age.

Exercise.—Another essential is exercise. Make it a practice to take some daily exercise outdoors in the sunshine. You are not only strengthening yourself physically but also refreshing yourself mentally.

Proper exercise helps you in developing a correct posture. A poor posture not only gives a bad impression but affects your health and therefore your ability to study. Form the habit of holding yourself erect whether standing or sitting.

Eyes, Ears, and Teeth.—Without good eyesight you will be handicapped in all your schoolwork. Difficulty in seeing clearly the writing on the blackboard, eye ache, headaches, and blurring of the page when you read indicate a possible defect in your eyesight.

The ear, too, must be well cared for. The eardrum is easily injured, and therefore sharp objects should not be used in the ear. Much ear trouble is caused through frequent colds.

Your health may be greatly influenced by the condition of your teeth.

Cleanliness.—Always be neat and clean in all your habits. Keep your clothes well aired and neat and clean, and bathe frequently. Bathing removes from the skin the waste material which comes out through the pores with the perspiration. Fingernails should be kept well trimmed and clean not only because of their appearance but also because germs may gather there.

Questions

1. Does the kind of food you eat affect your ability to study? Name the types of food that should figure in every healthy person's diet.
2. Why should you not indulge in frequent visits to the soda fountain and candy shop between meals?
3. Why is it better to spend your money for wholesome food in the cafeteria than to spend it on candy as a substitute?
4. Why should you avoid studying after eating a heavy meal?
5. What effect will late hours have upon your schoolwork?
6. Estimate as accurately as possible how many hours of sleep you get on the average night during the school week.
7. Why do school parties never occur on school nights?
8. How does our school provide for exercise for our pupils?
9. Do you think four years of physical training instead of two would be beneficial?
10. Besides the school system, what other organizations in Aurora provide exercise?
11. Why is exercise in the sun particularly beneficial?
12. What is correct posture? Give examples of how you should stand and sit.
13. Why is a straight-backed chair better than a cushioned one for studying?
14. To balance your study program, what recreations do you engage in?
15. Estimate as accurately as possible how many daily hours of recreation you have during the week. On Saturday and Sunday.
16. Name some recreations that might be harmful.
17. How might defective teeth, poor eyesight, or ear trouble affect your study habits?
18. Give some rules for the care of the teeth.
19. Why should you bathe frequently?
20. How many baths should a person take a week?
21. How much water do you drink daily?
22. How much water should you drink?
23. How does our school look after the health of the pupils? Tell what is done.

24. Make some general health suggestions that have not been covered in the above.

Lesson on Physical Conditions for Study at Home and in School

At Home.—Home conditions for study vary with every one of you. It is your duty with the help of your parents to make conditions as favorable as possible. Your parents want you to succeed in school and therefore should insist on keeping the radio quiet and conversation at a minimum. Much time is wasted where there are unnecessary noise and confusion.

The ideal situation at home is to have a room of your own with a desk or table and a study chair. This chair should be of the right height for you and should have a straight back. Before you begin always have at hand the necessary tools of study, such as paper, pencils, ink, dictionary, erasers, etc. Sit so that the light never shines directly into your eyes. For desk work have your light to the front of and to the left of your body so that there will be no shadow from your head or your hand on your work. Be careful that the light is not reflected directly from the paper or book into your eyes.

See to it that your room has a temperature of about 68 degrees and no more than 70°. You cannot do your best work if your room is hot and stuffy. In the winter do all you can to add moisture to the air of the room. If you have studied for a long period and are tired, refresh yourself for a few minutes by taking a few exercises before the open window.

When you are studying, avoid having magazines, newspapers, or novels at hand, or candy or other things to eat near by.

At School.—Studying at school should be more effective since all study conditions are properly adjusted. Here light, heat, and ventilation are well regulated and reference books are at hand. Therefore you should aim to make full use of your study periods at school in the study halls, home rooms, and library. Do not loaf, but work to the limit. In school you find the atmosphere for study and you should, therefore, make every effort to adjust yourself to this helpful atmosphere.

The more you accomplish at school under good conditions, the less you will have to do at home under possibly adverse conditions.

Questions

1. In what way can your parents assist you in your study conditions at home?
2. Why should you not have magazines, radio, newspapers, candy, etc., near you when you study?
3. Discuss home study conditions which you may be able to change.
4. How do adverse study conditions harm you?
5. How can moisture be added to the air in your rooms at home?
6. Where do you study better—at home or at school? Why?
7. Why are study conditions at school considered better than those at home?
8. What are the methods used in ventilating our school and in regulating the temperature of the rooms?
9. Enumerate things which occur during study periods that interfere with your studying.
10. What can you do to make a study hall, library, or home room a more effective place in which to study?
11. What are some of the extra activities that you may have at home and in school which take time from your studying?
12. Why should you settle down promptly to your work and not waste minutes?
13. How much time each day do you spend doing these extra things?
14. Is it necessary to control your thoughts? Why?
15. What do we mean when we say the mind affects the body and the body the mind?

Conclusions

The guidance movement recognizes the strategic importance of every class and every teacher. It accepts a major responsibility in attempting to be of assistance in every class and to every teacher. One phase of each guidance program must be that of attempting to be of service to teachers and in turn expecting improved classroom techniques.

The teacher is confronted with several responsibilities when he attempts to meet the individual needs of his pupils.

1. He needs to learn enough about them so that he can do an effective job of teaching.
2. He needs to know the interests and concerns of the majority of the group so that group discussions are valued by the group.
3. He needs to relate his group teaching to his individual contacts with pupils.
4. He needs to help pupils with problems and difficulties growing out of their subject relationships.
5. He needs to help those pupils voluntarily turning to the teachers for help in other areas.
6. He needs to know the resources available to help pupils to be able to make intelligent referrals.

All these things necessitate effective guidance-minded teachers. Many guidance programs have failed because the teachers did not grow as the program grew and because it was not recognized that every teacher has an important part to play in the program.

Chapter 5 THE ROLE OF CO-CURRICULAR ACTIVITIES

THE program of co-curricular activities provides many excellent opportunities to further the guidance program. These out-of-class activities have unique significance for the pupils: they arise from pupil interest, they are not required, they are not curricularized, they allow for more exploration, they encourage natural group associates, they provide a different pupil-teacher relationship, they provide many opportunities for social development, and they encourage qualities of leadership.

It is important that the distinctive advantages of co-curricular activities be utilized in furthering the development of pupils in accordance with their needs, interests, abilities, aptitudes, resources, and opportunities. The guidance program should be of great assistance in establishing the co-curricular program through the use of its supply of information about the pupils. Conversely, the activity program can serve to supplement and enrich the guidance service. Few schools have considered the interlocking relationship. In a real sense, the activity program can provide for many of the group guidance needs.

The school council is a logical agency to survey and collect evidences of student opinion. The council can also serve as the agency to meet with faculty committees to plan better services. The guidance program can not succeed unless pupils play an active part.

The therapeutic values of clubs, dramatics, musical activities, and social affairs are not to be overlooked. The guidance program

must be carefully planned so that the co-curricular activities are fully used. The co-curricular program offers a wide variety of experiences which can contribute greatly to the development of pupils.

Student Participation

LOUISE E. BARTHOLD
CENTRAL HIGH SCHOOL
ST. JOSEPH, MISSOURI

Student participation in government has been an accomplished fact since 1924. Through periods of activity and inactivity, through periods of satisfaction and dissatisfaction, through periods of passivity and activity, through periods of acceptance and questioning, the organization has arrived at a stage of development in which both the students and faculty recognize that some degree of success has been attained in practicing democracy. All the growing pains that accompany such a state have been experienced and the results have at times been dubious, but, on the whole, the experience has been educative.

However, the need for constant evaluation has been felt all along the line. That evaluation has been made not only by the faculty, the sponsor, the principal but also by the students themselves. It is extremely doubtful if the students would be willing to relinquish the privileges and rights that they have acquired by virtue of their expression of ability to govern themselves and their contemporaries.

If that statement is not an exaggeration, the truth of it probably emanates from the fact that the organization through all the years has sought to do those things and perform those functions that students feel are for their best interests and welfare. Practices have been adopted and abandoned as expediency has dictated and whatever program or organization is effective now may be discarded tomorrow as new ideas and forms make these outmoded.

Below is a brief description of the organization and actual program of one council as it has functioned through one year.

At an all-school election which follows a primary campaign and an election campaign reminiscent of practical politics, four

officers are chosen from the class that will be the senior group the following fall. Shortly after the officers are elected, representatives to the student council are chosen from the separate classes through home rooms. These representatives are then apportioned among the home rooms so that each senior home room may have a senior representative, etc. Officers serve for the period of a year and members of the council for one semester. Thus we combine direct representation in the home room with the advantages of election from the class at large. An effective installation service impresses the significance of the election body.

The four officers with the three appointed members of the president's cabinet and the sponsor constitute the executive committee which meets regularly the day before the meeting of the council, and irregularly upon call.

The program as carried out during this year may suggest types of activities that students feel are important and within their rights.

1. The Book Exchange is a regular function of the council. Buying secondhand books and selling them to students constitute a service to the student body and a source of revenue for the council.
2. The maintenance of a lost and found department to facilitate the recovery of lost articles and to reward honesty is a service that is indispensable.
3. The Sophomore Orientation Program, planned by a committee and conducted by members of the council, serves to help first-year students adjust to the life of the new high school they have entered.
4. Noon-hour recreation in the form of social dancing is provided on the stage of the auditorium to relieve the noise in the halls at lunch periods and to provide a wholesome use of leisure time.
5. The selection, financing, and instruction of representatives to attend the annual meeting of the Federation of Student Councils of the Central States is a regular fall activity. Requiring these delegates to report to the student body in an assembly gives a sense of responsibility to the delegates and a unity of feeling among the members of the student body.

6. An annual courtesy is extended to teachers in the form of a tea to honor them and to acquaint the faculty with the council members and to encourage their understanding and sympathy for the work of the council.
7. The same courtesy in the form of a tea is extended to new students entering school in the fall. The purpose is the same —to solicit their support and to make them acquainted with each other and with the council member.
8. An outing at one of the lakes at the close of school for student council members makes for friendly feeling among the newly elected members who will serve together for the next year. It also becomes a bond of union between the retiring council and the new group. This becomes a good time to adopt a new constitution, to review the activities for the year, and to make recommendations for the program and work for the coming year.
9. The council considered the opening exercises in assembly to be in need of change and made the necessary arrangements for the moving of the flags to the center of the stage and for the use of a military guard. Both changes resulted in the increase of effectiveness and participation in the opening exercises.
10. An innovation was suggested to the council and acted upon by them which concerned the regular flag-raising ceremony conducted by the R.O.T.C. at the flag each morning. As the flag is being raised outside, a bugle is blown in the hall which is the signal for all activity and conversation to cease and to give a moment of meditation on patriotic lines. The silence, broken only by the notes of the bugle, is impressive and effective.
11. Provision was made for replacing a few lockers at intervals in the hall with boxes designed to hold waste paper. This has improved the housekeeping of the students and the appearance of the halls.
12. The Safety Council is organized and sponsored by the student council, although its members, with the exception of the president, are determined by the applications from the members of the student body.

13. Signs and campaigns to improve the campus are provided regularly by the committee on building and grounds of the council.
14. The fire chief is appointed from applications received by the council, and the organization of the fire guard is sponsored by the student council and is a part of the safety council.
15. A social committee cooperated with the women of the High School Community Association to provide evening dances for the members of the student body.
16. Sunlight matinee dances are arranged by a committee of the council, and they are open to all students as an attraction on the activity book.
17. Investigation was made by the officers and cabinet of an incident in which some members of the student body threw stink bombs in the assembly. The students found the culprits and made recommendations to the principal for discipline.
18. Frequent campaigns for the beautification and protection of the building and grounds are conducted by the committee in charge.
19. The student council uses a monthly dinner meeting to make the members better acquainted and to allow more leisure for business in the meeting to follow than is generally allowed in meetings on school time.
20. The council sponsored a football queen contest to raise funds to help support the football season. An impressive coronation was provided.
21. All clubs exist by the consent of the club-chartering committee of the council, which strives to encourage the organization of new clubs, to supervise existing clubs, and to publicize the advantages of club membership.
22. Windshield stickers were sold to advertise the school and to swell the funds of the council.
23. Pep rallies for athletic contests were held. An evening rally with program was provided during the football season. All students were admitted on the activity ticket and the expenses of the program were borne by the council.

24. Color Day is a day set apart by the council to emphasize school loyalty. Prizes are offered for the persons who best display the school colors.
25. Basketball rule books were obtained and sold by the council to increase the understanding of students for the game and to serve as a small source of revenue.
26. A Christmas tree was purchased, decorated, and presented to an orphanage by the council. It stood in the lower hall and was the center of Christmas carols sponsored by the council on the mornings of the last week before the close of school for the holidays.
27. A committee was appointed to work with some members of the faculty in the promotion of a more inclusive program of boys' intramural sports.
28. A varsity show to honor the football team was a program arranged for the team and students to show appreciation for a successful football season.
29. All student council elections are regulated and supervised by the council committee on elections.
30. Student cheering sections, signs, and decorations were provided to create enthusiasm at football games.
31. To solve the problem of the danger in students' throwing of pop bottles in the grandstands at the football games, the student council undertook to provide paper cups for the pop.
32. To satisfy the demand for a student pep organization, the council organized a girls' pep squad.
33. The council voted to ask for the inclusion in the curriculum of an elective course in current history.
34. Action was taken to investigate the possibilities of displaying and using to further advantage the Carnegie Art Collection.
35. The student council has demonstrated its consciousness of social responsibility and relationship in the affairs of the community by two projects in particular this year. One had to do with sponsoring the campaign for the Community Chest among the members of the student body through the home rooms. The other was the organization of a junior chapter of the Red Cross and a Bundles for Britain group.

Other activities might be added to this already long list, but these will suffice to show that the students of this council do not feel inhibited by the question of whether a proposed action is within their rights. They proceed as though it were until they discover otherwise, and they have failed to justify the fears of some people that they would turn the school upside down, would vote themselves holidays, and would destroy the discipline of the school. Far from that, the council members have served to make the school mean more to the student body, for they are responsive to its wishes and considerate of its welfare.

Guidance toward Civic Maturity

MATTHEW GAFFNEY

NEW TRIER TOWNSHIP HIGH SCHOOL

WINNETKA, ILLINOIS

This student council was formed "in order to bring about a more perfect union between the citizens and organizations of our school." In order to carry out this general purpose the council prepared a statement embodying these principles known as the "Philosophy of the New Trier Student Council." According to this philosophy the students believe, first, that they should practice and understand the theory of democracy; second, they believe that the students shall be given more voice in setting up regulations and policies as fast as they show "a proper sense of responsibility."

In order to carry out the fundamental aspects of democracy (respect for the worth of the individual consistent with the general good, and promotion of a system for cooperative living), the students have stated the ways in which they can help achieve these objectives.

The Philosophy of the New Trier Student Council

One of the chief functions of education is to provide training for citizenship in our democracy. If the student council has any function, it is the practice of this ideal.

We feel that there are two fundamental aspects of democracy which are generally accepted. First, democracy is based upon respect for the worth of the individual. This implies the largest

measure of individual freedom consistent with the general good. Second, democracy is a theory and a system for cooperative living.

How can the council help in the development of the individual as to his capacities and interests? The council should do whatever it can to extend participation in intramural, G. A. A., and varsity sports by lending its support to the athletic departments, G. A. A., sports club, and manager corps. Furthermore, the council should create interest in physical activities and foster participation in them by helping to establish clubs in various sports such as badminton, skating, etc., and by promoting swimming parties and other activities of a physical nature.

Perhaps the best way for the council to help students develop their interests and capacities is by increasing the number and variety of clubs so that every student in school will participate in at least one. The council ought to seek constantly for methods of increasing participation in clubs.

Then, too, the council can promote a variety of social activities. As brought out in a survey conducted by the social committee of the student council, there is a definite need for greater social opportunities than now exist. The council should do what it can to promote club parties, mixed adviser room parties, small class parties, and similar social events.

The opportunity for the individual to develop through extra-curricular activities is sometimes curtailed by lack of financial means. Yet equality of opportunity is almost axiomatic in a democratic society. To achieve this ideal the school should do whatever it can to eliminate financial barriers to participation in extra-curricular activities by abolishing all club dues; this would be possible if the council obtained an increase in the activities ticket fund large enough to meet the financial needs of all clubs. Another way of relieving "financial distress would be the extension of student employment. The council should keep these aims in mind as ultimate objectives.

The second aspect of democracy, as we have formulated it, deals with the characteristics of good citizenship. As one of the characteristics of our democratic society is a representative government set up by the people and amendable to their will, so here we have such machinery of government embodied in our student council.

To ensure that this council continues to be responsive to the will of the students, we must take great care to provide frequent contact with the school at large. This we can do by the following methods: assemblies, student forums, student-faculty conferences, student bulletins, adviser room discussions, visiting council meeting, *New Trier News*, information desk, and contacting class representatives. By the frequent use of these methods the council can be sure that it will represent the will of the students.

Citizenship in a democracy entails certain obligations. One is voluntary obedience to just laws. Such voluntary obedience can be secured only when the students realize and understand the reasons for these laws. But an understanding of law cannot be produced by a mere statement of reason. Therefore, we believe that students do not understand why certain regulations in study halls are necessary, and when student supervision was established, the study-hall committee was immediately faced with the formulation of a set of rules under which they would operate. Their final result was nearly identical with the regulations set up by the faculty. But in formulating these rules the members of this committee and the students in these study halls developed a much greater understanding of the nature, origin, and purpose of those laws than they would have if they had merely taken these regulations as handed down by the school authorities.

Could we not secure more voluntary obedience to law if students had similar opportunities to formulate policies and regulations concerning traffic, assemblies, athletic and disciplinary affairs, study halls, and the dining hall?

A second obligation is to be intelligent about public issues and to take an active part in public affairs. Is it logical to expect students to be intelligently active in public affairs after they graduate if they have not been trained to be intelligently active in school problems while at school? It is difficult for students to be interested in school problems when they feel that solutions will be made and handed down to them by someone else. If the solutions to some of the problems mentioned above were made cooperatively by the students and the faculty, not only would voluntary obedience to laws be encouraged but training for intelligent participation in public affairs would be given.

A third obligation is to respect the rights and opinions of others. In a great many classes there is little opportunity for that diversity of opinion which is necessary in developing respect for the opinions of others. Student participation in the solution of the problems mentioned above would afford the greatest opportunities for developing opinions and for respecting those of others.

The policies here proposed are long-term objectives. We cannot foresee the exact methods by which many of these ideals can be achieved. Their development must be a gradual, evolutionary process, taking place over a period of years. By working toward these objectives, we believe the council can extend the training in democratic living among the students of New Trier.

The Council in the Elementary School

ELSIE BRENNEMAN
STATE NORMAL UNIVERSITY
NORMAL, ILLINOIS

During the first snow of the season one boy about ten years old was heard saying to another who was in the act of throwing a snowball at an innocent passerby, "But you know what the student council says about snowballing."

On another occasion the elementary student council in conference with the president of the Teachers College explained that they were putting on a cleanup campaign. They asked him if he could get the college students to cooperate in not throwing their candy wrappers and other bits of paper on the campus.

In another conference a fourth-grade girl said to the president, concerning removal of a tree in making a new playground, "It doesn't take long to cut down a tree, but it takes such a long time to grow another one."

The student council of the Thomas Metcalf Training School of the Illinois State Normal University, which came into being in January, 1937, consists of two pupils from each grade, chosen by elections. The officers are chosen by the group from the representatives of the two upper grades. Elections of half the members are held every nine weeks so that, although members do not serve longer than one semester, there are always some members who have been on the council the preceding nine weeks. In this way there

are always some members who can go on with the work while the newer ones are becoming acquainted.

The council meets once a week for a period of forty minutes and has two faculty sponsors. The executive committee of three members of the council meets with the sponsors in advance of the meeting to make tentative plans.

Some of the activities of the council in the three years of its operation have been

1. Trying to use the entire resources of the school in assembly programs
2. Sponsoring hobby exhibits
3. Giving baskets of fruit to janitors at Christmas time
4. Putting on Christmas and other seasonal festivals
5. Establishing and carrying out corridor regulations
6. Helping in planning the development of the playground
7. Working with the parents on school problems

Some of the activities are referred to committees, others are participated in by the entire group. Council members take the reactions of the pupils in their rooms to the council and report to their home rooms the activities of the council.

Much of the success of this venture is attributed to the cooperation and support of the student teachers, the critics, and the supervisors, and to the fact that the personnel of the council changes frequently, thus making a large representation possible.

The Leaders' Club

H. L. SHAPIRO

TEACHERS COLLEGE INTERMEDIATE SCHOOL

HONOLULU, TERRITORY OF HAWAII

An unusual kind of student council setup exists in the Teachers College Intermediate School in Honolulu. There are only three classrooms in the intermediate branch, one for each grade. There is an unusual amount of school spirit among the students which seems to be traceable to the small pupil "turnover."

The setup is as follows: the representatives from each class are called "leaders." For the most part they are the students most able to lead the group. There are temporary and permanent leaders, and

one must first serve as temporary leader before he assumes the permanent status. For example, if a student is elected by his classmates as "leader" in the seventh grade, he serves for the semester or year as a temporary leader. If his work proves satisfactory to his classmates and faculty, he becomes a "permanent leader" and remains such throughout his stay at the school, participating in the functions and duties of the Leaders' Club. With this setup, the classes need choose only one temporary leader per term. The Leaders' Club is responsible for the events which take place in the school. This responsibility includes the organization and administration to as great a degree as their capacities allow of such events as skating parties, candy sales, and play days. Their financial backing comes from the separate home rooms, each having its elected officers and separate dues.

Two of the six student teachers serve each nine weeks as advisers, in addition to the physical education supervisor. Though they have no vote, they have the power of moral veto or, in some cases, absolute veto. Activities planned during meetings of the club are brought back to the home rooms for discussion and criticism, and before any action is taken the concensus of the entire student body is obtained. As a result, intercommunication between the three grades is at an optimum. The leaders meet once a week, have lunch together, and seriously discuss the problem on hand. Parliamentary procedure is adhered to, but not rigidly.

The advantage of this setup comes from the keeping in the Leaders' Club of the active "idea-ated" students in the school.

It is interesting to note how cooperation obtains among the races represented. It is a sociological study in negative race prejudice as well as functional democracy in the grades.

I might also mention that a similar type of student council obtains in the grades below the seventh. Their representatives meet only with the intermediate group when problems come up which concern both groups. The two groups have been housed in separate buildings though under the same administration.

Guidance through the Club Program

Through clubs all students have a chance to do something they like, follow a hobby, pursue an interest. Clubs succeed best when

they are organized in response to a definite need, when they have a worth-while purpose. Frequently, the interests and skills developed in clubs are among the most significant factors in a student's school life.

Boys Consider Careers

MATTHEW GAFFNEY

NEW TRIER HIGH SCHOOL

WINNETKA, ILLINOIS

The Boys' Career Club was organized for the purpose of presenting to junior and senior boys a cross section of the better known vocations through the men who are successful in them.

Six or eight meetings a semester are held at two-week intervals and these are open to all junior and senior boys and their parents. The speakers for these meetings are arranged for, as far as possible, to satisfy the requests for subjects made by the members of the club. A list of topics is presented to them, and they are asked to choose those which they prefer. Those which are most popular are provided wherever it is possible. Such fields as the various types of engineering, medicine, law, commercial art, advertising, the teaching profession, the ministry, dentistry, and similar vocations have been presented in the three years during which the club has been active.

The administration of the club is carried on by the officers and committee chairmen. There are the usual four officers and chairmen of the program, service, tours, and publicity committees. The most important position is that of the program committee chairman. His is the responsibility of arranging all programs. He directs the work of his committee, checking to see that members of the committee get in touch with speakers and arrange for their transportation and reception as well as advise them of just what they are expected to tell about their profession. Each speaker is asked to give as complete a picture of his profession as possible and to give the boys a clear picture of the qualifications and type of preparation necessary for entrance into that profession.

The faculty sponsors of the club do nothing but oversee the activities of the boys. The club, run in connection with the voca-

tional guidance program at New Trier, has proved to be of considerable help to boys who are thinking of their life's work. For those who have chosen a vocation, the program in that subject gives them a more detailed picture of it than they might have had otherwise. For those who have made no choice in the course of two years, some twenty-five different fields are covered and a boy may get some idea of those fields which appeal to him as well as those that do not.

The service committee is responsible for the arrangements for each meeting, seeing that chairs are provided and that the meeting room is made ready. The publicity committee is expected to see that bulletin notices, school paper articles, and posters are prepared announcing the various meetings. The tours committee arranges tours to various industrial plants and other places of vocational interest as the need and desire for them occur.

The greatest values of the Career Club probably lie in the interest aroused in vocations and in the fact that it is the student activity operated on a democratic basis.

The Role of the Club in the Guidance Program

DOYLE E. CARPENTER

SENIOR HIGH SCHOOL

CRESTON, IOWA

Much has been written concerning the ways in which the school guidance program can help the student select the right club. Why not reverse this procedure and develop a club which will become an essential and integral part of the guidance program? The Chemistry Club of Creston High School is this writer's attempt to develop such a club.

Several of the aims of this club are listed below. Many of these are similar to the aims of a good guidance program.

1. To give the students an insight into a possible future profession and to help them determine their fitness for that profession
2. To provide a means whereby the student may see more clearly the relation between his everyday life and the subject matter being presented in class

3. To help the student adjust himself to his everyday life and prepare himself for his life after school
4. To develop initiative in the student
5. To help the student become more efficient in demonstrating and selling his knowledge and abilities to the public

Our Chemistry Club manufactures all types of commercial products made by the chemical industries. Each member selects a product of interest, makes plans for its preparation, and submits the plans to the instructor for final approval. After his plans have been approved, he goes into the laboratory and begins his preparation. Since most commercial products are made by secret formulas, their preparation in our laboratory often becomes similar to a research project. By the time one product has been made others usually have occurred to the student, so that the average student can continue his work throughout the year with very few suggestions from the instructor. For example, a girl may make a complete set of cosmetics during the year.

Typical products made by members of the club are listed:

1. Cellophane	11. Rayon
2. Inks	12. Patent medicines
3. Paints	13. Baking powder
4. Lacquers	14. Storage batteries
5. Patent leather	14. Dry-cell batteries
6. Leatherette	16. Silver plating (ten-cent store jewelry)
7. Cosmetics	17. Alloys
8. Soap substitutes, such as Irium, Drene, Dreft	18. Leather
9. Toothpaste	19. Corn sirup
10. Celluloid	

The students make displays of their products when they are finished. If their products are of good quality, they are encouraged to take them home and use them.

Each year there are two projects in which the members of the club work together as a group. Each spring the club takes part in an open-house night to which parents and students from other schools in the vicinity are invited. The laboratory space is filled

with demonstrations of commercial manufactures. These demonstrations are carefully done and are designed to be self-explanatory and interesting to people who know little or nothing about chemistry.

The second project in which the members of the club work together as a unit is our annual Stunt Night. This is a stage program which is sponsored by all the clubs in school. It consists of seven or eight acts, each of which is put on by the members of a club. They are designed to give the club members a chance to appear before the public and show what they are doing in their club work. Last year the Chemistry Club described and demonstrated the manufacture of cosmetics. While a master of ceremonies described the processes involved, two girls came on the stage without make-up and proceeded to prepare a complete set of cosmetics. Each product was applied as it was made. Thus at the end of the act the girls were made up with rouge, powder, lipstick, mascara, eye shadow, and nail polish which they had made during the act.

The author feels that this club work is a very valuable part of his teaching program as well as an essential part of the school guidance program for the following reasons.

1. It gives the students a firsthand experience with commercial chemistry, so that they may better decide whether or not they desire to follow chemistry as a profession.
2. It makes the regular classwork more vital to the students.
3. It allows the teacher to present to the students many of the applications of chemistry which would be too time-consuming for the regular classwork.
4. It gives the students a very realistic type of consumer education. For instance, their experience in the Chemistry Club has taught them that face powders are very similar in composition and that patent medicines are usually very simple mixtures under a trade name.
5. The students develop initiative very noticeably during the year. In the club they are forced to choose and arrange their own work without help from the instructor.

6. The students develop considerable ability in explaining their work to others, arranging their open-house demonstrations, and preparing their stunt-night act.

Building a Scholarship Fund

MATTHEW GAFFNEY

NEW TRIER HIGH SCHOOL

WINNETKA, ILLINOIS

For twenty-five years the Girls' Club of New Trier has created a bond of friendly interest among all the girls of the school through a common goal of building a scholarship fund. This fund has helped more than 200 girls continue their education in college.

Drawn together to work for this fund, the girls have developed a very friendly social organization. They have furnished a beautiful clubroom entirely through their own earnings. In appearance it is like that of any lovely home. The modern kitchen in connection with the lounge is the delight of every girl.

The club activities are controlled by a board of directors, four being elected officers and five appointed by these officers. There is one faculty sponsor. At weekly meetings girls plan their various activities, both social and financial.

The committees in charge of the social affairs plan their various activities, parties, teas, and dinner. Teas are given for the freshmen, for incoming upperclassmen, for mothers, and for invited guests from other schools. Senior suppers have been most popular. In groups of sixty, the girls meet in the clubroom, cook their own supper, and have a gay evening.

A committee of girls keeps the clubroom fit, repairs and buys new furniture, keeps the table and kitchen linen in good condition, keeps flowers in the room; in general, the girls care for their room as they would for a home.

Earning money for the scholarship fund furnishes fun and excitement. They sell hot dogs at the football games, conduct a yearly campaign for magazine subscriptions, and have one large function, either a bazaar or a bridge party once a year. The club earns an average of \$3,000 a year.

The girls are enthusiastic about their organization, particularly proud of their clubrooms, and watch with great interest the progress of the girls who win club scholarships.

Neighborhood Boys' Club

JULIA McCAFFREY

SCHOOL NO. 2

SOUTH AMBOY, NEW JERSEY

In an endeavor to build up an acquaintanceship that was far-reaching in scope between the guidance counselor and the individual child, a questionnaire was used as a means of gathering information that would bridge the apparent gap between the hours at school and at home.

Among the interesting things revealed in this manner was the existence of the Neighborhood Boys' Club. It was found that a good percentage of our boys from thirteen to fifteen years of age were frequenting this place nightly. Although the activities of the group were of a rather harmless nature, the actual time spent there and the companionship of some of the boys who were there were not conducive to their welfare or to that of the school.

To abolish the club and its programs (little shows, motion-picture films, games) was not our purpose. Steps were taken with the aid of the recreation commission to have both the club and its activities properly supervised. Then a plan was worked out whereby those desirable features of the existing program were so enriched and made so attractive that the other types died of the weight of the improved programs. A point system was organized whereby a boy who participated in basketball, etc., would receive credits as classified extracurricular activities. A correlation between the summer work of such clubs and the school program followed, and school credit was given for work accomplished.

Hostess Club Provides School Representatives

MARGARET CARR

ROGERS HIGH SCHOOL

NEWPORT, RHODE ISLAND

The Hostess Club includes fifteen junior and fifteen senior girls selected by the dean of girls. These girls act as school guides, as ushers at school assemblies, on parents' nights, and at other school functions. Each one is on call one period each week for any service calling for a responsible, dignified, and competent representative of the student body.

The freshmen of the Rogers High School have a club known as Followers of Emily Post. The purpose of the club has been to discuss points of etiquette and personal attractiveness. The upperclassmen have a club of a similar nature. These clubs seem to prefer talks by teachers or students.

The Girls' Career Club

MATTHEW GAFFNEY
NEW TRIER HIGH SCHOOL
WINNETKA, ILLINOIS

The Girls' Career Club at New Trier was organized for the purpose of widening and deepening student interest in obtaining sound occupational information. At the time the club was organized the school library contained valuable vocational material, and the school library curriculum provided directed study of this material. Accordingly, it seemed that the club could best serve its members by providing a source of career information not already available; namely, direct contact with individuals who had achieved success in their own vocational pursuits.

At the outset, membership in this particular interest group was by invitation. Invitations were issued to students by the faculty sponsors upon the recommendation of advisers. This selected group of approximately sixty girls then became the nucleus of the club. Later they decided to open the club membership to all girls in the junior and senior classes. Currently, the club has grown to a membership of more than 150 girls.

Since the club program is self-directive, it is subject to change. However, during the past two years it has been the policy of the group to plan each year's program on the basis of the members' interests, as well as on the basis of statistical information indicating fields of work in which the opportunities for employment seem particularly good. Members' interests are determined by the use of questionnaires. Statistical information about comparative employment opportunities is obtained by securing a guest speaker, who is an authority on occupational trends, to give an overview of career information at the initial meeting of the year.

After determining the occupations to be covered in the club program, the various committees set about getting in touch with

potential speakers. Some of the speakers are suggested by club members, the school faculty, or parents; others are available from the lists of our Parent-Teacher Association; still others are reached by direct approach to businesses and organizations that seem likely to furnish leads by means of which speakers may be obtained. All the speakers have given their time without remuneration.

Obviously the club programs must be planned at the convenience of the speakers. Most of the meetings have been held in the evenings, usually from seven-thirty until eight forty-five. The programs for the past two years have averaged one meeting each month while school is in session. At some of these meetings there have been two guest speakers, at others one speaker. All of the speakers have been willing to answer questions asked by members of the audience at the end of their general talks.

On the whole a career club of this type not only provides its members with valuable occupational information but also provides them with the invaluable experience of the contacts with outstanding personalities.

Other Out-of-class Activities

Opportunities for guidance are inherent in all kinds of extra-curricular activities. In the following pages we see the guidance processes at work in student forums, in a speakers' service bureau, through honor study halls, voluntary chorus and chapel hours, and assemblies, through the creation by students of social rooms, through freshman, sophomore, junior, and senior class meetings, through big brother and sister advisory systems, home and school socializing, purposeful clique activity, property protection councils and chair repair squads, and journalism and radio activities.

Elective Senior Forums

PHYLLIS B. KREIS
LAKE VIEW HIGH SCHOOL
CHICAGO, ILLINOIS

The elective senior forums at Lake View High School are organized to provide students about to leave school with oppor-

tunities for discussing problems which they consider important and which may not have been treated in their classrooms. These meetings are at present available to graduating seniors only.

Early in the 12A semester a ballot bearing the titles of prospective forum topics is presented to the graduating class. Students mark their ballots by placing a 1 before the topic which is their first choice, a 2 before their second choice, and a 3 before the third. Discussion groups are then organized on the basis of student preferences, and the young people are assigned to at least one of the forums of their choice.

The meetings are scheduled for the third period, the hour when graduating seniors do not have classes. Each group meets one day a week in the social room for a five-week noncredit series of discussions. Enrollment is voluntary and entirely on an interest basis.

Faculty members and recognized community leaders who are expert in the field of their forum topics lead the discussions. These adults give their services for the benefit of the young people whom they feel privileged to guide. Student and community interest in the discussion groups is steadily increasing, and the list of available forums tends to become enriched from semester to semester.

Below is a copy of a forum ballot used. The topics are self-explanatory and fall into areas that are of great significance to young men and women, but which are not generally included in secondary curriculums.

LAKE VIEW HIGH SCHOOL

Elective Senior Forums

Please indicate your topic choice

The American Way: A seminar on human relations

Art of Conversation: When to listen, when to speak, what to say and how to say it

College Bound: Methods of choosing and evaluating a college

Community Recreational Resources: How and where to spend leisure time in the Chicago area

Conduct Problems: What would you do if

Dating: Sharing leisure hours with the right person

Etiquette: Doing the right thing at the right time

Getting Along with People: Adjusting oneself to others at home, at school, and at work

Growing Up Emotionally: The way adults control their feelings

Leadership Qualities: Qualities that are essential in democratic leaders

Leisure Activities: Travel in the Pacific

Marriage and the Family: Relationships from dating through marriage

Personal Values Necessary in Times of Crisis: The principles by which one can live when his accustomed way of life is challenged

Problems Pertaining to Placement: finding your life work and preparing for it

Taste in Dress and Make-up: making oneself more attractive

Terminal Training: training schools and courses available for semiprofessions and trades

A How-to-be-charming Studio

HARRIET ZUCKER

EASTERN DISTRICT HIGH SCHOOL

BROOKLYN, NEW YORK

A course in how to be charming given in a city high school! Can it be possible? To those energetically opposed to frills and fads this may sound like a new addition to the already existing list of subjects which has been the butt of much contention. However, in order not to mislead credulous readers, we may say at the beginning that the course is an extracurricular activity open to upper-grade girls at the Eastern District High School.

The organization, under the imposing title of "Personality Analysis and Fashion Studio," aims to make the average high-school girl more conscious of the importance of being well-dressed, well-groomed, and well-mannered, the sum total of which will result in a charming and attractive personality. It came into being as a result of an announcement in the school paper and a one-minute talk in the assembly on Club Speakers' Day.

The first meeting resulted in a record crowd of 200 students who met in one of the largest rooms in the building. All came in search of that elusive quality about which they read in magazines and books. A short demonstration was given in which two students were used as models. The aim was to show how a slight change in the arrangement of the coiffures and in the necklines of dresses can bring out some hidden characteristic in a girl's general appearance. The students gasped in wonder. They began to question

whether they, too, under their curled hair were hiding a commendable quality of their personality which might better be expressed in a straight, well-brushed bob.

With the aid of mirrors the girls inquired and sought out the qualities of their true personalities to which their eyes had been blinded through the years of admiring glances into the magic glass. They decided that they knew little about their true selves and became conscious of the fact that there was a lot to learn.

We began to organize activities for the coming term. Committees were formed to solve the problems which became obvious. A committee was organized to collect, mount, and post items of interest relating to problems of dress, grooming, and etiquette, on a bulletin board in the girls' gym where all students would have an opportunity to read and discuss them.

A fashion folio committee took upon itself the task of organizing a loose-leaf book containing suggested fashions and coiffures for the different personality types. Students were invited to call at the "personality and fashion clinics" to have their cases diagnosed and proper treatment prescribed.

The correspondence committee consisted of students who could make contacts with professional authorities in the fields of cosmetics, etiquette, and fashions and invite them to general club meetings. They also sent news items of club activities to school and local newspapers.

With the aid of department stores, the models committee worked to organize a fashion show at which student models displayed correct clothes for the high-school girl, chosen to suit personality types and occasions which occur during a school term.

The enthusiastic turnouts of 200 members at each meeting speak for the genuine interest which students have in themselves. An attitude of helpfulness prevails throughout. No one takes offense at criticisms which are given in the spirit of friendly cooperation. If given the opportunity, they will strive to make themselves what we should like them to be. Thus the need of developing a charming personality, appearance, and manners comes from within the student body through obvious comparisons between good and poor taste.

The Speakers Service Bureau

FRANK CORLESS WEGENER
CALLANAN JUNIOR HIGH SCHOOL
DES MOINES, IOWA

Last year the members of our junior-high-school debate club sponsored an organization which came to be known as the Speakers Service Bureau. Modeled after the adult forums practiced in Des Moines for the last five years, this organization enjoyed a successful beginning. Not only did the students who took part profit by their newly found opportunities for speaking, but the forums proved to be useful in promoting home-room discussions upon a variety of pertinent problems of the day.

After several visits to the Des Moines adult forum meetings, we wondered why we couldn't duplicate the procedure on a student level in our own school. The procedure was enjoyable to adults; why not to students? The procedure was not difficult. The adult forum speaker opened the forum with a regular lecture upon some pertinent problem. Sometimes a panel or a selected group of questioners would open the forum period with stimulating questions directed to the forum leader. After a period of these panel questions and answers the leader would direct his attention to those questions and opinions of the rest of the audience. In short, it was the old type of town meeting where people learned by exchanging ideas and thinking out loud. Books were not the basis of the learning. One learned by following the thinking of another and then followed it up with personal questions and opinions. In order to duplicate the adult forums we had to develop our own student speakers. It was soon decided that each student interested should select any problem in which he might be interested, secure the approval of the instructor, and then master the necessary material to the best of his ability. We felt that the problems should not be limited to the economic field, but should be allowed to run into the fields of science, literature, music, art, or whatever field a problem of immediate interest might lead one.

Shortly, about eight students with speaking talent had selected problems of interest, bibliographies were constructed, books were read, scrapbooks were kept, speeches written and revised many

times until the Speakers Service Bureau was ready for school use during the home-room period.

The bureau soon had more requests for speakers than it could fulfill. Some speakers were required to give two or three talks a week to meet the demand. One boy speaking on Russia gave over twenty forums in the course of the season. The reason for his success was not difficult to discern. He had a pleasant personality, and he knew his subject. Feeling the responsibility of being able to answer the student forum questions, he continued to read over half a dozen adult-level books on Russia, besides innumerable newspaper and magazine articles. One question suggested another until he had delved into the interrelated problems of economics, sociology, history, political science, and a host of other subjects. The growth in this individual was not motivated by a quest for grades. He was not following assigned lessons into specialized fields. He was searching for the solutions to problems and an understanding of an entire section of humanity. The progress of this individual and his influence, although outstanding, was but indicative of what the other speakers too were doing.

After one year's experimenting with this bureau we feel that it is worth continuing. It has definite values. In the first place, the procedure is quite sound psychologically. It is based upon the student's own individual and immediate interests. He is put into the position of one who knows his subject and grows as he feels the responsibility of learning so that he may answer his fellow students' questions. He is encouraged not only in individual thinking ability but in his qualities of leadership. Finally, it is in keeping with the widely accepted idea of problem solving. The student is encouraged to adopt a problem which he endeavors to solve.

Honor Study Halls

NELLA SMITH

STRUTHERS HIGH SCHOOL

STRUTHERS, OHIO

A year ago the student council was organized after a great deal of study, visits to other schools with councils, and many discussions by the principal, students, and faculty. The student body had requested a council for some time, but the principal had carefully

avoided too hasty an organization and possible failure through lack of preparation. When the psychological moment came, the council was elected by an enthusiastic and enlightened student body, and the faculty supported the organization.

One of the first responsibilities the council desired was an honor study hall. There were many discouraging criticisms of such a venture by students and faculty. After home-room discussions the council decided to try an honor study hall each period and see how the students reacted to the system. The president and vice-president of the council visited each study hall and talked to the teacher in charge concerning the pupils whom the teacher considered worthy of being members of an honor study hall. When the committee realized that this method of selecting study-hall members was arousing the disapproval of the student body, they agreed that the students admitted should have a B average in their studies.

During the next two weeks one large study hall was set aside for an honor study group. Each period of the day the members of the honor group met to study in that room. The teachers were given smaller study groups in other rooms and had more time to help those needing guidance in their work. Each honor study hall elected its own president to take charge. The students took pride in their new venture and obviously took it seriously at first, but as the semester drew to a close there was a noticeable laxness in the morale of the students of the honor study halls. The council listened to suggestions and took note of their mistakes.

Now a new year is in progress and the new members of the student council are profiting from the experiences of last year's council. Refusing to be discouraged by the letdown in last year's honor study hall, the council has set out more diligently to ensure the success of the system for the school. This year any student may be a member of an honor study hall if he has an average of 90 in conduct and has not failed in any subject. Because the council realizes that those who are low in their scholastic work need the direction and guidance of a teacher in their studies, only those who have some capacity for self-direction in study are included. Each study hall elects its president as it did last year, but now there are two honor study halls each period. The students are all eager to

make this project a success and are doing their best to keep up the morale in each one.

Guidance through Assemblies

EDITH NELSON

FLOWER HIGH SCHOOL

CHICAGO, ILLINOIS

Daily assembly programs may seem like a difficult undertaking, but we have been obliged at Flower High School to work out some means of solving the problem of an overcrowded building. In order to accommodate the large number of students, we have an "early" school and a "late" school. During the time that both schools are in session we use the large assembly hall and lunchroom. This means that every pupil attends assembly every day.

The assembly committee is made up of teachers and pupils who schedule assemblies and coordinate the programs. The committee schedules the home rooms in the assembly hall in such a way as to have approximately as many groups in each period as there are weeks in the semester. Each home room takes the responsibility of the assembly program for one week of the semester. The remaining weeks it is a part of the audience.

In the home room the pupils spend some time planning their program. Usually the committee of teachers plans the first two weeks of programs so that all home rooms have some time for preparation. The home room elects an assembly program committee that makes tentative plans which are discussed, revised, or enlarged by the group and finally are made definite. The type of program presented will vary with the interests of the pupils and the teacher. If a large percentage of the pupils have musical ability, the programs may be along musical lines; if the pupils are especially interested in science, they may plan a program related to botany, chemistry, biology, or meteorology. Several interesting mathematics programs have been presented. Table manners, clothing selection, interior decorating, food selection, care of children have been used as the basis for informative programs. When the home room studies drama in English, they often present plays or parts of plays. Sometimes a home room will have an especially talented

member who will give a whole program. Clubs and other organizations take certain periods to present their work or to demonstrate something of interest to all. Panel discussions on school problems or on affairs of general interest are also used. Style shows are given by home rooms in which the pupils are taking clothing courses. If a home room is assigned a week of some special holiday, the pupils usually build their program around the theme of the holiday so there are always Thanksgiving, Christmas, patriotic, and Arbor Day programs near the respective dates. Pupils seem to enjoy programs of entertainment in which a large number participate, such activities as group singing, playing various musical instruments, and dancing.

Guest speakers are obtained regularly. In many cases these speakers give us vocational guidance in interesting ways. Nurses, airplane and train stewardesses, manufacturers, and others have presented the story of their work. The principal and the teachers appear at intervals each semester as speakers. The movies are selected by the home room from the list available and are scheduled to avoid duplications. Sometimes they are the commercial type; sometimes they are from the teachers' film libraries; or they may be selected from a number owned by the board of education.

What started as a means of handling overcrowded conditions has grown into a definite part of the school program. Sometimes a delayed speaker or a blown fuse puts our pupil committee to a severe test. The composure and inventiveness that many of them exhibit in such emergencies prove that they are benefiting from the assembly training.

A Girls' Social Room

CARRIE A. PARSONS

GEORGE PEABODY COLLEGE FOR TEACHERS
NASHVILLE, TENNESSEE

We had long felt the need in our high school for some place which the girls could use as a social center—a place where they could meet and talk or play before and after school and during the lunch period, where small groups could hold conferences, and where the senior girls could spend their free periods. As a result,

about four years ago our principal offered the girls the use of one of the classrooms for this purpose and requested the Girl Reserves to take entire charge of the equipment and management of the room.

The first year the Girl Reserves bought and by hard work paid for what was considered a minimum in the way of furnishings. This consisted of a secondhand wicker set and draperies for the windows. Two card tables and a mirror were contributed by friends, and eight straight chairs and a piano were furnished by the school. The following year the members of our parent-teacher group decorated the room, replaced the couch, and contributed several other pieces of furniture, including a radio. Since that time the Girl Reserves have paid all the expenses connected with the room and have paid for laundering the draperies, extra cleaning, repairs, and replacements. This is done either by contributions from the treasury or by funds raised especially for that purpose.

The room is entirely under the control of the girls themselves. Each year the Girl Reserves elect a room chairman who with her committee looks after the room, sees to the cleaning and replacements, and handles questions of conduct. The room committee is composed of seniors who volunteer to serve. One member of this committee is in charge of the room during each hour that it is in use. The conduct of the other girls is entirely under the control of this committee, and it is a very rare occurrence for the sponsor to be asked to interfere in any way.

We take great pride in our girls' room not merely because of its physical appearance and convenience, but because we feel that it represents a real achievement in the development of responsibility and self-government among the girls of our school.

Guidance through Class Meetings

PHYLLIS KREIS

LAKE VIEW HIGH SCHOOL

CHICAGO, ILLINOIS

At Lake View High School, Chicago, the weekly class meeting is used to achieve those objectives which are attainable through group work. Students are organized according to grade levels. The

younger boys and girls meet informally, but the seniors have a president, vice president, secretary, treasurer, sergeant-at-arms, committees, everything it takes to run a formal organization. The business of the various groups is administered under the sponsorship of a faculty member, by the student council which is made up of a boy and a girl delegate elected from each home room. Each class council chooses from its own members the officers who thereby become class officers as well.

Monday is class meeting day at Lake View High School, and a gay and busy day it is. Each group convenes during a period reserved for it. These Monday meetings are scheduled on the students' daily programs, which are so arranged that all 12A boys and girls meet third period; all 12B pupils gather fourth period; 11A's, fifth period; 11B's, sixth; and so on through the day until each class has met. Sometimes class business is the order of the day. At other times student talent expresses itself through dance, music, drama, or panels on topics interesting to young people. Faculty members and guest speakers often take part in these programs. Likewise the radio and educational films have proved helpful.

The class assembly plan lends itself conveniently to the self-appraisal program of psychological testing. Each class reserves one or two of its Monday meetings for writing the objective tests and questionnaires required in the school testing program.

Also, there are group needs specific to the various grade levels. That is, the sophomores have problems significant to themselves but unimportant to seniors. Hence, in addition to the general aims sought from class assemblies, specific needs of the various groups are provided for in these programs. The needs have been defined by experience but are subject to change. It should be noted that guidance aims based on student needs are varied and that meetings planned in regard to them have variety also. In this way developmental experience is ensured to young people as they progress upward through the grades.

Specific guidance objectives around which Monday assemblies have been organized are

10B—Orientation: Who's who among students and faculty. What facilities the school provides for individual and group needs. The curriculum

and extracurriculum. Methods of student evaluation. How to study. Traditions and ideals

10A—Adjusting to others: What the school expects from the students; achievement, character, service, loyalty. What teachers expect from students. How to get along with classmates

11B—Vocational planning: Something about vocations. Studying challenging vocations. Vocational implications of school subjects. Work experiences of students in the class. Preparing oneself for vocational adjustment

11A—Understanding the community: Facilities the Chicago area provides its citizens for education, recreation, religion, health. Accessibility of these facilities

12B—Service: How citizens can maintain and extend their community resources. Sharing in home responsibilities. Contributing to the welfare of the school: the Lake View Senate, student councils, Senior Service girls, miscellaneous voluntary services. The part high-school boys and girls should be prepared to take in the national defense emergency

12A—Self-appraisal and launching out: Appraising oneself in terms of school achievement and status on objective tests and questionnaires. Problems relating to aftergraduation plans, such as further education and vocational adjustment. Activities preparatory to graduation. The Class Day program

Student Advisers for Students

MARIE CHRISLER

KENOSHA SENIOR HIGH SCHOOL

KENOSHA, WISCONSIN

The student advisory group in the Kenosha High School is made up of senior B's and A's who are selected while they are junior A's to assist in the orientation of the incoming sophomores. They work with the sophomore B's and continue to work with them throughout their sophomore year. Many of the senior advisers are volunteers who ask to belong to this group. The other students are chosen by a committee made up of guidance workers and several of the present seniors.

The duties of the advisers are varied. First, they get acquainted with the pupils in the home room to which they are assigned. Then they explain the rules and regulations of the school. They direct the sophomores to various parts of the two buildings, discuss procedure in getting tardy slips and excuse slips, and explain how to

use the school library. During the home-room period the student advisers help the pupils with their subjects and discuss student activities as well as help them plan home-room programs in which they participate. Student advisers help the sophomores plan their courses and choose subjects related to their vocational interest and explain the Student Cooperative Association, which enables them to attend the school affairs at a reasonable price. In case of a failure in the home room, the advisers discuss the problem with the individual pupil and try to help him. In this way many failures are prevented. Annually the advisory board sponsors a dance for the sophomores so they can get acquainted with their fellow students. The dances have proved very successful.

The student advisory board holds meetings about twice a month to discuss problems found in various groups. The associate principal and three faculty members usually attend these meetings. Recently at one of our meetings a committee was chosen to plan a welcoming day for the sophomores. The program planned is to be conducted entirely by the students. At the beginning of the semester the present and prospective new student advisers have a special meeting. At this meeting the problems of the present advisers are discussed and the prospective ones get a few "pointers" which help them the next semester.

Through the help of this advisory group many problems confronting a sophomore are cleared up. The incoming students start their three years at high school successfully and get acquainted with the school much more rapidly; therefore, they enjoy high school much more.

Find a Way to Reach Isolated Student Groups

A. A. JOHNSON

MUSCATINE PUBLIC SCHOOLS

MUSCATINE, IOWA

Most schools have a guidance program, but the difficulty is to get a program that works as far as the student is concerned. In order to bring this about we have experimented with diverse methods and procedures. In the process of experimentation we ran across one phase which may be of interest to other schools.

We noticed that during the lunch hour small groups would isolate themselves in units scattered all over the building. A little further study of these groups indicated that they had much in common. In some cases they had inferiority complexes; hence, tended to pull away from the larger play units. Again, they might have similar social problems such as athletics, boy or girl problems, or any number of the small and large things which loom so important in their lives in the teen age.

Our guidance committee soon saw possibilities here and approached the various groups, asking if they would like to form a club. The surprise was that they jumped at the opportunity. They chose their own subject for study. Some of these groups studied cosmetics, others chose social manners and usages, others chose home decoration and a variety of subjects. Since then some have enlarged the original groups by asking others into the unit.

Upon investigation we also found that very few of these groups had gotten in touch with such organizations as the YWCA and YMCA. Once a group was organized, we found that it was an easy matter to gradually fit the members into these larger organizations so that their contacts would be broader.

Guidance through Journalism

GRANT VERHULST

EVANSTON TOWNSHIP HIGH SCHOOL
EVANSTON, ILLINOIS

Neither the course in journalism at the Evanston Township High School nor the publication of *The Evanstonian* has as its purpose the training of boys and girls for the profession of journalism. Nevertheless, work on the school's weekly newspaper offers innumerable opportunities in vocational guidance.

The would-be writer who wrestles for thirty-six weeks of the school year with deadlines finds the newspaper an ideal testing ground. Here he has a chance to discover whether he has a "nose for news," whether meeting strangers and probing them for information comes easy for him, whether he can write clearly and fluently under the pressure of time—all essential capacities for the person who would succeed as a newspaper writer. Here, too, are

experiences galore to test his ability to cooperate, to be tolerant of the other person's opinions, and to see a job through to the end regardless of the hour or of personal sacrifices.

Yet the editorial experiences form only one-half of the vocational guidance advantages of the school newspaper. Consider the business end for a moment. The student who solicits advertising discovers very quickly what it takes in personality, psychology, and logic to be a good salesman. In the end he may find the challenge so stimulating that he chooses to follow salesmanship. The student who writes advertising copy, especially in competition, and finds his copy used by the advertiser week after week is often encouraged to investigate the possibilities of advertising as a career. Even the student photographer who vies with his classmates to take the best pictures of students modeling clothing discovers that there is more to advertising photography than "shooting" pretty girls in pretty dresses, and the result may be a new fascination for commercial photography.

Consequently, whether it is taking pictures for an advertiser, writing copy for the first page, planning a publicity campaign for the all-school play, or setting up a new bookkeeping system, *The Evanstonian* in its seemingly indirect way is helping to shape the lives of the students who work with it each year in an extracurricular capacity.

Conclusions

These activities suggest many methods by which guidance services may be promoted through the co-curricular program. It is evident that the possibilities are almost unlimited in variety and in the extent to which they can be concentrated in the field of guidance. Co-curricular activities are close to the needs, interests, and problems of pupils. They are free from many of the restrictions attached to classes. It is important, therefore, that these activities be utilized to

1. Discover the real needs, interests, and abilities of the pupil
2. Provide a variety of long- and short-time activities to meet these needs
3. Provide a maximum of pupil initiative in planning and sponsoring activities

4. Provide for many opportunities for pupils to join service organizations
5. Recognize the therapeutic possibilities inherent in these activities and so plan that each pupil receive the right stimulations
6. Capitalize on the significant pupil-sponsor bonds that exist and make needed referrals to these sponsors
7. Recognize the significant information about pupils that is acquired. This information should become a part of the cumulative record

Counselors have a unique chance to develop the guidance program through co-curricular activities. Many of the group needs can be met in this way. Many of the social and personality needs of pupils can be best met through these projects.

Chapter 6 OCCUPATIONAL INFORMATION AND VOCATIONAL GUIDANCE

ONE of the very important services of the guidance program is that of providing adequate, accurate, timely, and effective occupational information. Few schools have found it possible to do a really effective job in this area. The lack of information about occupations on the part of high-school students is very noticeable.

A program of guidance services can not function unless pupils are given a great deal of occupational information. Individual counseling loses its effectiveness when pupils are making up their minds on the basis of *hearsay* information. The guidance program must help provide a plan for regularly providing all pupils with adequate information about job trends, major fields of work, requirements, opportunities, rewards, local opportunities, information about specific occupations, and other types of pertinent data.

Classroom Teachers Provide Occupational Information

DANIEL J. CAHILL
EVANDER CHILDS HIGH
SCHOOL
NEW YORK, NEW YORK

Here is a real attempt to enroll the classroom teacher in the vocational guidance program. Many teachers in this school have volunteered to learn about an occupational field.

To the Students:

During your high-school years you should give serious thought to the problem of how you will earn your livelihood in later years. Intelligent planning is necessary in these highly competitive times. In order to help you get acquainted with the requirements and opportunities of the various professions and vocations, your teachers have volunteered to give you individual attention and help. Do not hesitate to go to the teachers whose names appear alongside of the various vocations listed below. The teacher

will make an effort to answer your questions as satisfactorily as possible and will be able to refer you to pamphlets and books pertaining to the particular subject of your interest. Our library is preparing to act as a clearing house for all printed information on vocations.

Please make sure not to interrupt the teacher adviser when he is busy teaching. Whenever you wish to see a teacher about vocational guidance, write him a brief note giving him a copy of your program and the teacher will try to arrange for a conference with you. Place your note in an envelope and give it to your official teacher, who will pass it on.

I trust that you will take full advantage of this unusual opportunity to get advice and help from well-informed persons who have only your interest at heart.

Very sincerely yours,

The following list of occupations is given to all pupils. Each occupation is followed by the name of a teacher volunteering to learn about and help pupils in that occupational area.

Accountant	Dietician
Actor	Doctor
Advertiser	Draftsman
Agriculturist	Engineer
Air conditioner and refrigerator mechanic	Fireman and policeman Foreign service employee
Air stewardess	Forester
Anthropologist	Garment worker
Architect	Genealogist
Artist	General technician
Aviator	Government employee
Bacteriologist	Guidance counselor
Baker	Horticulturist
Banker and banking	Hotel manager
Beautician	Insurance agent
Bookkeeper	Interpreter
Broker	Lawyer
Building trades	Librarian
Buyer	Life guard and swimming
Cafeteria and tea room manage- ment	Mechanical tradesman
Chemist	Medical assistant
Civil Service employee	Milliner
Clerk	Motion-picture worker
Dentist and hygienist	Musician
Designer	Naval employee
	Nurse

Optician and optometrist	Soldier
Painter and decorator	Sportsman
Personnel worker	Statistician
Pet shop employee	Stenographer
Photo engraving	Stock exchange employee
Photographer	Surveyor
Physicist	Taxidermist
Post office employee	Teacher
Prison attendant	Television worker
Probation officer	Textile worker
Proofreader	Tourist agent and guide
Psychologist	Traffic manager
Publicist	Veterinarian
Real estate agent	Writer
Religious worker	X-ray technician
Salesman	Zoologist
Social worker	

A Vocations Reading Course

GEORGE H. SAWYER

PUBLIC SCHOOLS

OSAGE, IOWA

The Osage schools are attempting a systematic course of reading from the first grade through the twelfth designed to help youngsters find much information about the various occupational phases of life. This service is not organized as definitely as the regular courses offered in school; nevertheless, an attempt is being made to get together available material so that teachers can present matters of a vocational nature and can stimulate reading along these lines at the time that pupils' interests are most keen. To this end, a reading course in vocations was established. All the students from first to twelfth grades inclusive are exposed to reading along vocational lines. Students may read about any fields in which they are particularly interested.

Vocational Guidance at New Trier

MATTHEW P. GAFFNEY

NEW TRIER TOWNSHIP HIGH SCHOOL

WINNETKA, ILLINOIS

The following is a statement of the principles that have been prepared by the vocations committee and is a summary of the ways in which it is attempting to reach its objective.

A. *Principles and objectives*

1. The best kind of guidance is intelligent self-guidance. It is a process of helping the individual to help himself in laying plans for satisfactory and successful living. The high school, then, should
 - a. Help the pupil to understand himself
 - b. Help the pupil to know about various vocations and what he will be up against when he gets out of school
 - c. Help the pupil to compare his abilities and interests with the requisites of various vocational areas
 - d. Furnish realistic training that will help the individual adjust to the world of work. This does not mean training in specific skills. It means training in cooperativeness, getting along with others, and many other habits and attitudes that make for proper adjustment in any job
2. Vocational guidance is not a thing apart, but is a very important element in our whole personnel, curricular, and extracurricular plan
3. Vocational guidance should be a continuous process
4. Our adviser room plan for personnel work is an excellent arrangement for vocational guidance if we can supply the adviser with valid and usable information. The adviser has the privilege and responsibility of being the clearing house for and the interpreter of all possible worth-while information that can be gathered from the home, classes, extracurricular activities, and tests. He is the counselor. He understands the situation at home and at school and is best able to understand the pupil.

This does not necessarily mean a lot of unnecessary record keeping. It does imply an intelligent and progressive appreciation of the individual over a period of four years

B. *Plans for meeting our objectives*

Since we believe that vocational guidance should be a continuous process and should be a part of our whole school plan, we have been organizing it on a four-year basis. We are also striving first of all to make use of those factors in our present curriculum that can contribute to the guidance program. Briefly, our continuous four-year plan is as follows:

1. Freshman year
Minor 1-F. This is a general survey of broad occupational areas. Special emphasis is on requisites for jobs and their relation to the aptitudes and interests of the individual and to his choice of school subjects

2. Sophomore year

English 2A-2B. The sophomores study themselves and their problems of personality adjustment. A book called *Knowing Yourself and Others* furnishes a background for analyzing the difficulties and problems of the character from drama and literature. Not all classes use *Knowing Yourself and Others*

3. Junior year

English 3B. Six weeks of this work are devoted to research in a definite vocation. Kuder Preference Record is used as a test. Results are sent to the adviser. This is an interest inventory and a test of ability. Active participation in career clubs begins in the junior year

4. Senior year

Nothing definite has been done as yet except to place an emphasis on career clubs. A boy or a girl who is an active member of a career club during the junior and senior years will hear about twenty-five or thirty different people who are authorities in their fields speak on an equal number of different vocations

Some ideas being discussed are

- a. Giving specific aptitude tests
- b. Giving more specific vocations test, such as Strong; this is to be optional with the student since he will be asked to bear the expense
- c. Some course giving minor credit which would prepare the student to apply for a job

Guidance takes place in all departments every day. We have mentioned certain areas as examples of what is being done. The vocational guidance committee's job is to devise ways for getting all this information to the adviser so that he will get a complete picture of his advisee. Perhaps certain tests will be useful in supplementing this information.

Individualized Guidance through the Occupations Class

BOYD R. SWEM

CRESTON HIGH SCHOOL

GRAND RAPIDS, MICHIGAN

The Occupations class is elective, primarily for 9-1 students but open to 10-2. Curriculum choices are numerous, "required" studies are rather heavy, and the pressure of sentiment to choose traditional subjects is strong. Many, therefore, do not feel that they can find room for this course. Some do, however, including a rather large proportion of those who enter 9-1 from rural and parochial

schools, whose classmates have already been two years in the school. Others, still floundering at the end of the ninth grade, are urged to try this means of finding themselves. The objectives of this occupations course, with emphasis on the guidance aims, follow:

1. First, as in any occupations class, we try to see the multiplicity of jobs and the ways of grouping them by levels of ability or training, by types of activities involved, by census statistics, etc., so that pupils can somehow get a grip on the total picture. Practice in using the United States Summary, contact with some state and local figures, browsing through textbooks, pamphlets, and guidance periodicals, individual observations, at least one factory trip, one or two invited speakers—all of these are used.
2. A second objective is to discover "occupations that sound interesting to me." List of possible occupations is made by looking through the basic textbook and other texts on the shelves, the classified lists in the Cincinnati booklet, "Introduction to the Study of Occupations," and any other available sources are combed by the individual members, each writing down every title that "sounds interesting." Some end with a dozen, others with over a hundred. This individual list is then triple, double, or single starred on the basis of greater or less interest, and from the upper brackets three to five are selected about which the pupil would like to know more. Individualized study of these few is included, but even here the process of finding and understanding the facts is considered more valuable than the specific facts themselves. These pupils are young; at the best they will be learning even more about occupations after they complete this course than while they are in it.
3. The individual inventory. "Studying yourself" is stressed as genuinely as studying vocations. Again we emphasize learning the process: How do folks differ and what difference does it make in terms of life planning? Recently a class was asked, "What should we look for in studying ourselves?" Although the teacher aided slightly in the precise wording, the ideas which developed into the following outline all came genuinely from the students
 - a. How do I look at life?
 - b. Personality
 - c. Interests
 - d. Abilities
 - e. Background
 - f. Resources—limitations and assets
 - g. Health

This is the only place in their educational careers where, with professional supervision, they can take advantage of an effort to measure abilities, interests, and aptitudes.

Actual testing, then, is given a place in the regular class sessions. These are measuring tests; they do not have anything to do with the mark that goes on the report card. The pupils like to take them. The measures used include several in each of academic ability, interests, personality, and special abilities, as well as a brief autobiography by each pupil. Some of the tests are locally devised, and for the standard tests local norms accumulate after a few semesters of use. Usually two or three new tests are tried out experimentally each term, some being discarded and others becoming standard practice.

Near the end of a five-page mimeographed form, "My Study of Myself," the student is asked to sum up his latest opinions on various items. One page, however, giving "Scores on tests I took" is filled out by the teacher using simple comment, not the technical or abstract scores that only the counselor understands. On other parts of the "Study of Myself" the student records his present ideas about college, other kinds of training, vocational leanings, and whether he is now doing as good work as he might. Clearing up his own thinking is the chief purpose.

Having studied the world of jobs and himself, there remains the task of fitting the two together. This calls for the next objective.

4. Educational planning. About six weeks before the end of the semester, during the time when all students are making their programs for the next semester, the Occupations class studies the school curriculum. The class studies not just the bulletins pertaining to the current semester, but "What is the total list of things taught here, and for what reasons do you select the different subjects?" In fact, we seek to go further and ask not only the titles but the content of many classes.
5. The closing interview. Near the end of the course each pupil has a personal interview in which the instructor scans all his individual data. This usually supplants the formal final examination, and the student has to fulfill his appointment to complete course credit. Often the contacts week by week have been such that the interview may be brief and confirmatory; but where there has been unrealistic thinking or where personal problems exist, or dilemmas have been discovered, strategic counseling may take place. It is a strenuous undertaking to find fifteen to thirty minutes for each member of the class, but it seems essential to make the course serve as its real purpose.
6. Follow-up. All the data, the pupil's plan, notes on counseling, are placed in a folder. During the next few years pupils often drop in, perhaps just to "look at my four-year plan" or to confer on some change. Advice that would require half an hour starting from scratch may be handled in a couple of minutes. While this is extra work, it is nothing

like the problem involved in aiding these pupils who have not had this course. Many problems detected during the class are eventually discussed with the principal or other teachers and receive substantial attention through the regular channels.

OCCUPATIONAL STUDIES LEAFLET

U. S. OFFICE OF EDUCATION
WASHINGTON, D. C.

The following leaflet has been developed by the Occupational Information and Guidance Service of the U. S. Office of Education.¹ It suggests a form to be used by pupils in gathering information about a specific type of work.

OCCUPATIONAL¹ STUDIES LEAFLET

MOST COMMON TITLE OF THE OCCUPATION

OTHER TITLES

WORK DONE IN THE OCCUPATION

3. Description of the occupation:

4. Local variations:

5. Examples of articles made or services performed:

¹ "Manual for Occupational Studies Leaflet," *Occupational Information and Guidance Service, U. S. Office of Education, Misc. 2922, Washington, D. C., 1941.*

NUMBER OF WORKERS IN THE OCCUPATION

6. National basis:

Date: _____ Total: _____
 Source of information: _____ Males: _____ Percent of total: _____
 _____ Females: _____ Percent of total: _____

7. Local basis:

Date: _____ Total: _____
 Source of information: _____ Males: _____ Percent of total: _____
 _____ Females: _____ Percent of total: _____

WORKING CONDITIONS

8. Wages: _____

9. Hours: _____

10. Surroundings: _____

11. Is this seasonal work? (Check) Yes _____ No _____

If the work is seasonal, give:

a Length of peak period: _____

b Length of slack period: _____

12. Trend of employment: _____

13. Hazards and safety measures: _____

REQUIREMENTS FOR ENTRANCE INTO THE OCCUPATION

14. Preferred age of entrance: _____ Sex required: (Check) M _____ F _____
 Either _____

15. General education:

Required:

Complete _____ th grade in grade school.

Complete _____ years of high school.

Complete _____ years of college.

Complete _____ years of postgraduate work.

Preferred:

Complete _____ th grade in grade school.

Complete _____ years of high school.

Complete _____ years of college.

Complete _____ years of postgraduate work.

16. School subjects and other activities:

a Subjects that are essential:

b Subjects that are desirable:

c Hobbies that have a relationship to the occupation:

17. Licenses:

18. Bond:

19. Kinds of tests which must be passed:

20. Physical examination:

HOW TO GET STARTED IN THE OCCUPATION

21. As a learner:

a Describe briefly what the worker is taught:

b Duration of training period:

22. As a helper:

a Describe briefly the work performed and any training that the helper may receive:

b Length of time before helper can be a fully qualified worker: _____

23. As an apprentice:

a Length of apprenticeship: _____ Indenture: (Check) Yes No

b Subjects taught on the job: _____

c Subjects taught in related vocational courses: _____

COMMENTS AND INFORMATION NOT COVERED ELSEWHERE

NOTE: Where more space is needed for the entry of any item on this schedule, a cross-reference may be made to comments incorporated here or on a separate sheet. The comments should be numbered the same as the items on the schedule for easy identification. Keep extra notes, pictures, or other miscellaneous job information on the inside of this folder.

Which One?

GARRETT NYWEIDE
JAMESTOWN HIGH SCHOOL
JAMESTOWN, NEW YORK

 Jamestown High School helps its seniors with their vocational planning.

To the Seniors:

You will soon be leaving Jamestown High School and so you will either be starting out on your life's work or starting to prepare for a career that requires advanced education. We are anxious to help you to make a wise choice for your work. We also want to help you to learn some techniques of "getting a job" and holding your job after you have it. With these thoughts in mind, we have made the following general plans in order to give you careful and organized help in selecting the type of work which you want and will be most able to do after you graduate from high school.

1. To allow you to be in a room provided for this work one day each week instead of attending your regular study hall. A counselor will be in attendance with you to provide you with such materials as may be needed in analyzing yourself. He or she will also see to it that you have access to up-to-date information on any occupation or occupations in which you are interested. After this initial introductory period, the work of the counselors will be done almost entirely with each of you individually.
2. The number of weeks that you will attend will depend upon how long it takes you to complete the job of analyzing yourself and the occupations you wish to investigate. When you and the counselor agree that you have done everything that should be done, you return to regular study-hall attendance.
3. One thing to learn is how to apply for a job. This holds true even if you plan to go to college. Public schools have frequently been criticized because their graduates do not know how to interview an employer. Also, we shall arrange for many of you to actually carry on an interview with a local employer. These interviews will be for the purpose of teaching you how to apply for a job.
4. As many field trips as possible will be arranged. These will usually be scheduled after the sixth period so that interested seniors from all the groups may attend the trip. The purpose of these field trips will be to allow you to actually see the job of your possible choice in action.
5. You will be asked to write an autobiography and a paper on your chosen occupation before you complete this study. We should like to have a copy of your autobiography in your guidance folder. Your analysis of an occupation should be a valuable addition to our occupations file.

Aims—to Assist the Student

CORTLAND SENIOR HIGH
SCHOOL
CORTLAND, NEW YORK

Q This school has prepared a twenty-three page mimeographed outline for an eleventh- and twelfth-year elective course, Occupational Adjustment. Although it is impossible to present all this information here, the purposes of this course are well worth reporting.

To study the development of economic life from the simple beginning of primitive times to the immeasurably complex present

To trace the development of the division of labor from the elementary division along sex lines to the present multiplicity of interdependent occupations and jobs

To appreciate the increase in consumption and production and to see the opportunities which this offers for vocational choice

To obtain a fair degree of knowledge of the speed, change, specialization, and method of present occupational life

To gain a general understanding of and familiarity with the requirements of the occupational situation into which the student soon must fit

To acquire intelligent habits and methods of individual study

To gain an adequate idea of the world's work and how and where it is done

To think seriously about a possible occupational choice

To accumulate information and gain perspective which will aid in such choices

To investigate the occupational openings that seem most attractive to each student as an individual

To ascertain the general education and specific training requisite for various occupations and to find where and how this may be secured

To consider the practical essentials of the procedure of getting and keeping a job

The College Committee and Vocational Guidance

MARY CARROLL

PROVISO TOWNSHIP HIGH SCHOOL

MAYWOOD, ILLINOIS

The work of the college committee in the program of guidance at Proviso Township High School begins with the twelfth grade. It takes the students who have had vocational and educational guidance throughout the previous three years and who have taken the college preparatory curriculum because they plan to go into some phase of higher education.

During the early part of the fall term the student is asked to come in to talk with a member of the college committee. It is a "get-acquainted" period in which the committee member seeks to find out the type of school the student wishes to attend, the vocation he plans to study, whether or not he plans to apply for a scholarship, and something of his abilities and interests. An attempt is made to direct the student's thinking toward the selection of specific colleges rather than "college," and to give suggestions about books and pamphlets on the subject to be found in the school library as well as to direct him to the National Honor Society's library of college catalogues and related materials.

After each conference the interviewer fills out a card for each student giving, in addition to this information, the student's scholastic standing, special aptitudes, and the counselor's or a

teacher's estimate. These cards are filed and used in giving information to college representatives, in filling out scholarship and entrance blanks, or in calling attention of specific students to scholarship examinations. As they return for further interviews proper notations are made on the original card.

A plan is under way to make up a pamphlet of the colleges and universities attended by the faculty, who indicate that they are willing to talk with the college preparatory students, as well as the vocations and avocations about which they have firsthand information. This information can then be put into the hands of the students.

In addition to the information the college committee has available on the individual student, the fourth-year teachers are asked for a recommendation before filling out each student's college scholarship or entrance blank.

The *Daily Bulletin* carries announcement of the college representatives who visit the school. The college committee follows this by sending a special notice to all students who indicated in the interviews that they were interested in the type of school represented. The student may or may not then make an appointment to see the representative. In some cases this service is extended to the community, particularly if a student is seeking a scholarship in a school where it is advantageous to have business and professional alumni recommendations. The committee helps him make these contacts.

The purpose of the college committee is to gather together those students who have taken the college preparatory curriculum, aid them in learning more about schools, direct their attention to the selection of a school rather than some school for higher learning, and then help them to make the proper contacts with the school of their choice.

Guidance Letters

J. N. QUARLES
ASH GROVE HIGH SCHOOL
ASH GROVE, MISSOURI

Under the direction of J. N. Quarles, Superintendent, the American Problems class published a forty-four page booklet of guidance letters. The purpose and results of the projects are here explained.

Small rural high schools are far removed from jobs that high school seniors are interested in and have ability for. When the

community has no available jobs and new jobs cannot be created, then it becomes necessary for students to look for jobs elsewhere. General information concerning vocations may be obtained from pamphlets and textbooks, but much information that is vital to the student is lacking in this type of information. It is also impossible to bring to school workers in all the fields in which students are interested.

Knowing that our high-school students must make contacts with others to get information and jobs, a letter-writing project for the American Problems senior class was tried out as an experiment. The purpose was for each senior to write to some relative, friend, or former student of the local school to get all the information possible concerning the type of work he was doing, the training necessary, labor conditions, labor union involved, beginning wage, chances of advancement, and other types of information.

As letters were the only means of contact and because the majority of the seniors would sometimes be compelled to resort to this means of reaching their relatives and friends concerning jobs, it seemed sound to try the latter method as a means of vocational guidance.

School Radio Programs

ROBERT M. STRIMER
CENTRAL JUNIOR-SENIOR
HIGH SCHOOL
PARKERSBURG, WEST
VIRGINIA

Some schools obtain the cooperation of local radio stations to aid in vocational guidance.

A vocational broadcast was sponsored over the local radio station, WPAR, to familiarize the parents with the plans of vocational guidance which were in progress in our school. This was a half-hour broadcast, from 2:30 to 3:00 P.M., and was carried on as a dramatization of a day in the office of the counselor. High-school students interested in various vocations were chosen to ask questions on such things as requirements, education, experience, remuneration, and advancement existing in each field. The program proved interesting to both students and counselor and many favorable comments were heard from the listening audience.

Weekly Newspaper Articles

JOHN EGAN
HARPER HIGH SCHOOL
CHICAGO, ILLINOIS

After Graduation . . . What?

Articles on vocations in the school newspaper arouse great interest. These are prepared under the direction of the counselor.

Applying for a job by letter.

Sometimes an employer will require that you apply for a job by letter rather than in person. The employer will then study the letter of application and decide what applicants are worth further consideration. The well-written letter may get you that interview which will result in a job.

There is not a standard form of letter that can be adopted by every one. Each job seeker should write his own. However, the following essentials should be kept in mind:

1. The letter should be typed.
2. The contents should be brief and to the point.
3. Spelling, grammar, punctuation, and form of letter are factors upon which the employer will judge you.
4. A specific job should be applied for. Statements such as "I am willing to do anything" should be avoided.
5. A hard luck story has no place in the letter of application.
6. When writing in answer to a newspaper ad, clip the ad and paste it at the top of the letter.
7. Qualifications are most easily read when stated in outline form.
8. Always include the names and addresses of business people as references.
9. State your address and telephone number and make known the time you will be available for an appointment.
10. If you have reason to believe that the employer is hiring, enclose a self-addressed, stamped envelope to encourage a reply.

It might be wise to check your letter against the above-stated points. It is a fact that a capable applicant can hurt his job chances by a mediocre letter of application, whereas a less qualified applicant can impress the employer by a well-written application.

Put your best foot forward!

Vocational Bulletins

ELIZABETH WILSON
DEPARTMENT OF HIGH SCHOOL COUNSELING
KANSAS CITY, MISSOURI

The vocations bulletins are issued to meet the needs of pupils and teachers for concise, reliable statements concerning the training, the qualifications, and the opportunities in various occupations.

Drifting into work is productive of unhappiness and inefficiency. Pupils are seriously handicapped in their vocational interests and choices by their lack of information and their limited experiences. These bulletins are planned to afford the pupils and the teachers a means of securing accurate information about a number of occupations.

The material in the bulletins is based on information gathered in conferences with men and women engaged in the occupations, from research studies, and from books and pamphlets issued by business and professional organizations. Each bulletin has been checked for accuracy by several citizens of Kansas City who are actively engaged in the occupation discussed. The material on the laboratory technician, for example, was read and accepted by the pathologists in charge of the training of technicians in three Kansas City hospitals as well as by several technicians. The bulletin was then sent for criticism to the executive secretary of the National Association of Medical Technologists. Effort is being made to secure accurate and unprejudiced pictures of as many occupations as possible that might offer a challenge to the interests and to the abilities of our pupils.

The bulletins are now being used in the junior and senior high schools as a basis for home-room and classroom discussions. The teachers and librarians are cooperating with the counselors in securing additional resources for the pupils who desire more detailed information in certain occupations.

INTERIOR DECORATION

Interior decoration is the vocation devoted to making the interior of homes and other buildings more beautiful and more suitable. The work often includes designing part of the materials to be used.

Fields of Service.—The fields of interior decoration are varied, including the interior decoration not only of homes but of business and public buildings, hotels, clubs, apartment houses, theaters, and ocean liners. The work of the interior decorator is often very closely related to that of the architect and builder and with that of the dealers in furniture, rugs, and art objects.

Qualifications.—The interior decorator must possess good taste, refinement, tact, and a combination of idealism and practical sense. Knowledge and appreciation of color harmony and symmetry of line and form are essential. Originality and initiative are important. The cultural back-

ground to be obtained through schools, travel, and reading is fundamental to success. Ability to do rapid sketching and careful detail drawing is necessary. An understanding of good salesmanship is also very helpful.

Education and Training.—A high-school course with emphasis on English, history, art and homemaking is essential before specific training in this field. Schools of art usually offer two- and three-year courses in interior decoration. These courses include training in the skills, history, and principles of decoration. High-school graduation, a broad liberal arts curriculum with special courses in fine arts and architecture, extensive reading in history and the arts are recommended as minimum training. Most schools require careful study in the history of England and France. The formal training is made more valuable if vacation periods are spent in employment in the home-furnishing departments of stores or in other firms that handle the materials used in interior decoration. Obtaining contracts and carrying the work to completion involves many detailed services by numerous workmen. While the interior decorator does not need to be skilled in these related occupations, he must understand them in order to direct their use in securing the desired results.

Opportunities.—Opportunities for interior decorators are increasing because of a greater appreciation of beautiful and artistic furnishings in homes and business buildings. There is a tendency in the United States to make more money available for the decorating and furnishing of public and private buildings. For experienced decorators there are some positions as consulting decorators on staffs of large hotel companies. Some firms of architects have established interior-decorating departments. The field is open to women as well as men. The greatest opportunity at present is in the privately owned shops. In Kansas City a number of the larger department stores and furniture stores have excellent interior decorating departments. Besides these firms there are several exclusive decorating studios.

Remuneration.—Beginners in interior decoration may secure positions in decorating departments in large department stores or other decorating establishments at salaries from \$20 to \$35 per week. Further experience will qualify for positions paying \$50 and more per week. Experienced decorators often open their own shops. Incomes depend on personality, reputation, and the clientele that can be established. Women have been approximately as successful financially as men. It is estimated that the experienced woman receives more than the average for other professions open to women; men, slightly less.

Schools.—The Kansas City Art Institute offers courses in interior decoration. The Parsons School of Design, New York and Paris; the Art Institute of Chicago; the School of Fine and Applied Arts of Pratt Institute, Brooklyn, New York; the National Academy of Art, Chicago, and a number of universities and other art schools have a department of training. A more complete list may be obtained through the counselor.

Further Information.—Detailed information may be found in "Careers Bulletin." Copies are available in the library and in the counselor's office.

Three Vocational Guidance Practices

MARY MCCLUSKEY
FORT DODGE SENIOR HIGH
SCHOOL
FORT DODGE, IOWA

Fort Dodge, Iowa, contributes three practices which help to make guidance effective and meaningful.

Voluntary Occupation Classes

These classes meet one day per week and are made up of eleventh- and twelfth-grade students who give up one study-hall period. Among the materials used in these classes are: Cleeton Vocational Interest tests, American Council Examination, Science Research Associates materials, and Institute of Research pamphlets. Downtown business firms furnish speakers. Trips are arranged to one or two of the local industries. Emphasis is placed on personal analysis, interview technique, growing on the job, a survey of the nine major fields of work, and a detailed study of at least three possible occupations.

Work-school Program

Fort Dodge has inaugurated its own cooperative work-school program. Students work five afternoons per week from one to four for one semester. There are three groups: retailing and selling, garage mechanics, and office work. Appropriate business firms are cooperating. The students participating receive two school credits for this work but no wages. Both the employers and the school are well pleased with the program thus far.

High-school Student Has Own Local Vocational Adviser

The high school has established a cooperative plan with the service clubs, such as Rotary, Kiwanis, Lions, Wa-tan-ye, and the Business and Professional Women's Club. Each club furnishes the high-school guidance counselor with the names and occupations of its members. These in turn are matched with those of the high-school students interested in the respective vocations. A double card is sent to the club member by the guidance counselor.

The card addressed to the club member reads:

Dear Dr. Smith:

In accordance with the Service Club Vocational Advice Plan, John Jones has been assigned to you this semester for such counseling as your time will permit. You may mail the attached card at your convenience.

(Signed) GUIDANCE COUNSELOR

The attached card says:

Dear John:

As a member of the _____ club, I am pleased to serve as your vocational advisor this semester. May we have our first meeting at 5:00 P.M. on April 9, at my office?

(Signed) DR. SMITH

Conclusions

A number of ways of presenting occupational information have been presented in this chapter. Other such "practices at work" from other schools and other sections of the country follow in the ensuing chapter.

Chapter 7 OCCUPATIONAL INFORMATION AND VOCATIONAL GUIDANCE

(CONTINUED)

THE practices in this chapter illustrate: job surveys of local opportunities, vocational conferences or career days, relating vocations to school subjects, using field trips for vocational guidance purposes, helping dropouts find suitable employment, tryout jobs and cooperative work programs, trial interviews and methods of presenting information on job getting, and the development of courses whose major aim is vocational preparation.

A Job Survey

HOUSTON PUBLIC SCHOOLS
HOUSTON, MISSOURI

In order to find the types of jobs available to our high-school students and graduates, we conducted an occupational survey. A form letter signed by the superintendent was drafted, asking cooperation from the merchants and employers. Before any use was made of this letter a member of the faculty appeared before the local chamber of commerce to explain the purpose of the survey and to seek its cooperation. Eight girls were selected to conduct the survey. They took with them the form letter and questionnaire to be filled out by the girls as they talked to the employer. We were desirous of finding out

The minimum age requirement
The amount of experience necessary
The types of jobs available
The number of employees needed
The possible turnover
The method the employer used in finding his employees
What was expected of the school in the way of assistance
The characteristics the employer thought most necessary
How the school could help through possible changes or additions to its curriculum
The time of year best suited to job hunting

Studying Local Opportunities

MARTHA RANSDELL
MCKINLEY HIGH SCHOOL
NILES, OHIO

A thirty-page mimeographed folder, entitled "Opportunities Available to Graduates of McKinley High School" carries this forward:

The primary purpose of this pamphlet is to make available to the students and faculty of McKinley High School a source book of information concerning vocational opportunities. It is hoped that the students will find this booklet helpful when seeking employment or when preparing for a career. It is also hoped that the faculty will be able to use this material in class discussions, home-room programs, or for individual guidance.

All of this material has been gathered in interviews with the personnel of business concerns in Niles, Warren, Girard, and Youngstown. In making this survey the committee has attempted to determine the opportunities which are available to students immediately upon graduation from high school.

Then follow discussions of about seventy-five different kinds of work available in the area. Space permits the presentation of only one of these descriptions.

Steel

Steel, being the most important industry in this valley, offers many jobs to students upon graduation from high school.

Some of the departments in the steel mills take only experienced men

but most of them offer apprenticeships. One can be hired to work as a laborer, and if he proves himself capable he may advance to the machine shop, shipping department, cold rolls, hot mill, and sometimes to an office job.

Before advancing one must prove oneself capable of handling a bigger job. He is watched by the foreman and when the time comes for advancement the one who has worked hard and has taken orders and done his job efficiently will be the one who is promoted.

Willingness to work, ability to learn, honesty, efficiency, good character, and respect for superior officers—all go to make one successful.

The wages and salaries of mill workers range from 65 cents per hour to \$2 an hour. Wages depend upon the type of work being done. Executives and office help are on salary.

There are disadvantages as well as advantages. Sometimes it is necessary to work long hours and to work at night. Some of the work is also heavy, but there are good chances for advancement.

There are no particular subjects one should study to do this type of work, although courses in chemistry and physics give one a general knowledge of steel.

Applications are made to the person in charge of the employment office.

Niles:	Mahoning Valley Steel Company
	Niles Rolling Mill Company
	Republic Iron and Steel Company
Girard:	Brier Hill Steel Company
	McDonald Bar Mills
Warren:	Republic Iron and Steel Company
Youngstown:	Brier Hill Works
	Carnegie-Illinois Steel Corporation
	Republic Steel Corporation
	Youngstown Sheet and Tube Company

A Vocational Conference

E. S. HOWELL

BELLINGHAM HIGH SCHOOL

BELLINGHAM, WASHINGTON

The latest project carried out in the vocational field was in connection with the Kiwanis Club. We gave an opportunity for each junior and senior to hear talks on at least three subjects of his choice. These talks were presented by outstanding men in the community. Plan books were given to the students, and they were asked to take notes and make reports on what they learned.

Questions about Vocations

FRANCIS BACON

EVANSTON HIGH SCHOOL

EVANSTON, ILLINOIS

Q This school sponsors a career conference each year. Many faculty members contribute. Students are asked to use the following questions as a basis for gathering information.

1. What are the physical qualifications necessary for success in this vocational field?
2. What mental characteristics and what character traits are essential?
3. Are there certain talents, artistic abilities, or temperamental characteristics essential to this work?
4. What is the extent of present demand? What are the probabilities of permanent employment in the field?
5. What high-school subjects do you consider important for this vocation?
6. What specific training is necessary for this career? Will high-school preparation suffice?
7. What collegiate preparation is required?
8. What colleges or technical schools are considered outstanding in the preparation they afford for this vocation?
9. About how much does it cost to secure training for this vocation?
10. What remuneration can be expected at first? Eventually?
11. What capital investment is necessary as one enters this field?
12. Is this a vocation which requires many years of practice to become established on an economic basis sufficient to warrant marriage?
13. What are the routes by which advancement to the higher places in this field can be achieved? (Is there a well-defined course of promotion from one position to another?)
14. Is this vocation valuable in certain geographical areas?
15. In addition to the returns in money, what are the gratifications which make this work a pleasure? (Too often negative values of the difficulties are overemphasized.)
16. Who are local workers in this field who might be willing to give advice to young people who are considering the possibility of entering this vocation?

17. What are some of the specialized fields in this vocation? Is early preparation for narrow specialization advisable?
18. What contacts should one seek to make upon entering this vocation?
19. Is there a definitely seasonal nature to this occupation?
20. What are the working hours in this vocation?
21. What sort of working conditions are associated with this occupation?

Using Outside Speakers

F. J. INDALL

WORTHINGTON HIGH SCHOOL
WORTHINGTON, MINNESOTA

The belief is prevalent in our school that actual contact with successful men in the various occupations is beneficial to the bewildered job-conscious senior. For this reason a weekly meeting is held for the seniors where the different vocations are presented. To make them valuable, the class is given an opportunity to select the vocations in which they believe they have an interest. From these selections committees are chosen, and these committees select their speaker from successful men in the field in which they are interested. The committee prepares a list of suggested questions which the informant attempts to answer. Time is given to permit questions from the floor as well.

Vocational Guidance Services

Harry M. Alter

BEVERLY HILLS HIGH SCHOOL
BEVERLY HILLS, CALIFORNIA

It is part of every student's program to study vocations. During the routine of the yearly registrations, a student is called upon no less than eight times to answer the question, "What vocation do I intend to follow?" Vocational studies are carried on in all classes, and the English and social science classes carry special studies on vocational opportunities as a part of the curriculum. Every student is required to take courses in one or both of these departments

each year, and consequently every one of our students can be reached at one time.

Each year a vocational guidance conference is held covering the leading fields of opportunity. Four weeks previous to the conference each English and social science class makes a concentrated study of vocations. Each student then chooses the section of the conference he wishes to attend. Through a system of registration he is programmed for that section. The conference meetings are worked out by committees of the school and the local Kiwanis Club. The speakers represent the leaders in their respective professions or occupations.

The student attends the conference after having made a study of vocational opportunities. He goes with a definite idea of learning what he can from the meeting. He knows the speaker is an authority in his field. He knows he will have a chance to ask questions at the close of the conference. He knows he will be asked for a report when he returns to his social science or English class the next day. A graduate from our school will have had the opportunity to attend four such conferences.

The important preliminary and follow-up work of classes takes place for the most part through coordination with the school library. Preceding the conference, the library is the center of activity for vocational information; on file are 680 pamphlets and 159 books of recent publication. A special card file indexes this material. Before the conference all vocational materials are concentrated in one of the library conference rooms to which students go for help with their vocational problems.

Admission by Invitation

THEODORE W. CASSAVANT
PHILIP LIVINGSTON JUNIOR HIGH SCHOOL
ALBANY, NEW YORK

Our Career Talk Series has been running on a regular twice-a-week schedule, beginning in January and closing in June, for a number of years. Admission is by invitation card. Pupils must sign up in advance in the guidance office for invitations. Two and three times as many students seek invitations as can be accommodated,

so that most talks are oversubscribed weeks in advance. Pupils are told that a doctor does not want to waste his time talking to a person who wants to be a lawyer, or a salesman, or auto mechanic, but only to those who have ambitions to follow in his footsteps. They are told in signing up for invitations that they should have not only the interest but also the ability and the time and money to prepare for the career under discussion.

Vocational Possibilities of Subjects

THEODORE W. CASSAVANT
PHILIP LIVINGSTON JUNIOR
HIGH SCHOOL
ALBANY, NEW YORK

¶ This school makes available to each pupil lists of occupations directly related to the subjects which he is studying.

The occupational outlets listed are related to your academic subjects and may help you in determining your fields of major and minor interest.

POSSIBLE OCCUPATIONS FOR THOSE INTERESTED IN ENGLISH

Teacher	Legislator
Lecturer	Politician
Continuity writer	Diplomat
Parliamentarian	Literary research
Interpreter	Bibliographer
Clergyman	Librarian
Actor	Bookseller
Dramatic reader	Editor-in-chief
Elocutionist	Managing editor
Story teller	Department editor
Radio announcer	Feature writer
Motion-picture director	Editorial writer
Author	Magazine writer
Playwright	Columnist
Poet	Foreign correspondent
Novelist	Reporter
Short story writer	Re-write man
Song writer	Washington correspondent
Writer of greeting cards	Critic
Translator	Copy writer
Publicity writer	Journalist
Reviewer	Copy reader
Scenario writer	Literary agent
Motion-picture editor	Publishing house worker
Lawyer	Copy holder

Proofreader	Dictaphone operator
Typesetter	Stenographer
Telephone operator	Secretary
Receptionist	Business correspondent
Information clerk	Advertisement copy writer
Hostess	Telephone advertiser
Typist	Demonstrator

POSSIBLE OCCUPATIONS FOR THOSE INTERESTED IN LANGUAGE

Classics teacher	Commissioner of immigration
Foreign language teacher	Social worker among foreign-born
Governess	Customs officer
Archaeologist	Cable operator
Anthropologist	Wireless operator on ship or coast station
Editor in foreign department of a publishing house	Diplomatic service
Reporter of foreign language journal	Consul
Editor of foreign language journal	Consular service
Foreign correspondent	Commercial attaché
Translator	Trade commissioner
Writer	Social secretary
Research assistant in science or literature	Naval officer
Foreign librarian	Marine officer
Bookseller	Army officer
Art dealer	Government staff worker
Museum curator	Cable engineer
Dress or millinery designer	Foreign representative
Stylist	Foreign buyer
Intelligence officer	Foreign tour conductor
Artist	International lawyer
Radio announcer	Foreign department of bank
Opera, concert singer	International bank
Actor or actress	Travel bureau
Movie star	Salesman
Interpreter	Hostess
Immigration inspector	Receptionist
Foreign missionary	Exporting or importing house Ship steward, etc. Hotel worker

Space does not permit a presentation of lists of possible occupations growing out of an interest in mathematics, science, and social studies.

Visits to Industry

THEODORE W. CASSAVANT

PHILIP LIVINGSTON JUNIOR HIGH SCHOOL

ALBANY, NEW YORK

We give our pupils an opportunity to see the community workers at their work and at the same time to see the relationship between schoolwork and lifework. The main difference between our tours and most others is in the Preview Sheet. Often pupils see so much that little of it is retained, but with the preview they are prepared for what we want them to see and observe. Then if the guide does not talk loud enough or if the place is noisy, the pupils still know what is unfolding before their eyes.

PURPOSE OF INSPECTION TRIPS

1. To acquaint the pupils with the many ways in which people make a living
2. To show our dependence on manufacturing and the workers of the world
3. To show definitely the relation of schoolwork as a preparation for lifework
4. Points to be emphasized and observed on such visits
 - a. Service rendered by these workers
 - b. Difficulties they must encounter
 - c. Rewards they receive
 - d. Effect of work upon home life
 - e. The levels of training represented
 - f. Effect of modern inventions on the work
 - g. Contributions science has made
 - h. Representatives of those workers found in and near Albany
5. To study the organization of modern businesses and factories into departments and the high degree of specialization by the worker

Suggestions to Teachers

Each tour, whether to a manufacturing plant, store, bank, museum, or place of historical interest, should have a definite objective or purpose in mind. General sightseeing tours are often of questionable value, as the pupils may see so much that little or none of it is retained.

Some definite report or reaction is desirable from every pupil making the tour. Such a report may be oral, and it will afford you

NATIONAL COMMERCIAL BANK AND TRUST CO.

<i>Floor</i>	<i>Offices</i>	<i>Duties</i>
Main	Officers Tellers Discount department Draft clerk Return items teller Securities teller Certification clerk Statement department Special interest department Credit department Analysis department Stenographic department New business and advertising department Transit department Exchange department Collection department Bank bookkeeping department Industrial bookkeeping department Public accounts bookkeeper General bookkeeper Auditing department Securities department Commercial Safe Deposit Corporation	Opening of account; supervision of loans and investments General management of the bank Receiving deposits; cashing checks Figuring and checking notes; keeping of liability ledgers; custody of securities pledged as collateral Analysis cost of accounts Handles all checks that come in and out of the bank through the mail Handles checks received from and sent to other Albany banks Advisory and analysis service on securities held by the bank or its customers
Second		
Third		
Fourth		
Vaults		

an excellent insight into the interests and aptitudes of your pupils. By their acts, observations, and interests you shall know them.

How to Arrange a Tour

First, select the place you would like to visit which has the greatest related educational value to your class. Second, appoint a secretary to collect bus fares in advance and to make the necessary arrangement with the guidance department for date, time, guide, and bus for the tour. Third, have all pupils taking the tour get parents' consent and signature on cards furnished by the guidance office.

The preview sheet mentioned earlier represents an analysis made of each prospective establishment. This material is presented prior to the actual visit.

Searching for Potential Dropouts

THEODORE W. CASSAVANT

PHILIP LIVINGSTON JUNIOR HIGH SCHOOL
ALBANY, NEW YORK

Each year a number of boys drop out of school because of urgent need of help at home. This year we plan to get together those pupils who think there is a possibility that they may have to leave school in order to help them secure employment.

It is planned to meet with them for discussion of such topics as

1. Finding your first job
2. Making application for a job

A number of sample application blanks will be available from many Albany employers

3. Making good on the job
4. Talks by employment managers on the "Important Things the Employment Man Considers in Looking Over Applicants for Jobs."
5. Tours to places where work may be had.

H. R. Teacher: _____

H. R. Number _____

Will you kindly talk with your group concerning this matter and have any who anticipate dropping out during the school year sign their

name and enter other information: name, home room, address, and date of birth.

A Preview to Nursing

DONALD M. ELDRED

HIGH SCHOOL

DANBURY, CONNECTICUT

One activity which we have carried on has, to my knowledge, been done in few or no other places. Through the cooperation of those in our local hospital in charge of the School of Nursing, we arranged for three girls at a time to spend a day as guests of student nurses. Our students attended classes and did everything that these student nurses ordinarily did from nine in the morning until four in the afternoon. They secured a good idea as to what a typical day in a student nurse's life is like. Later, groups of them were taken on a tour of the hospital and given a talk by one of the instructors in the School of Nursing. A similar arrangement was made with the dietetics department of the hospital. Both of these activities were preceded by one of our weekly vocational talks, and the practice that I have described was an outgrowth of those talks.

The Trial Interview

HARRY B. BAUERNFEIND

WAUKEGAN TOWNSHIP HIGH SCHOOL

WAUKEGAN, ILLINOIS

The trial interview plan consists of getting the students ready for an imaginary interview for an office or store position. This is accomplished through writing letters of application, filling out application blanks, and group discussion of office regimen and interview conduct. After this phase of the plan has been completed, invitations are sent to personnel and office managers of the industries in the community. Those men who accept are scheduled to come to the high school at certain times when, in the superintendent's private office, several of the "prospective employees" are interviewed. For each group of interviewees a receptionist is also appointed to bring in each interviewee and introduce him to the visiting office manager.

Such characteristics as good manners, standing correctly, sitting correctly, personal appearance, make-up and correct use of it, and directness of answers are watched for by the personnel managers doing the interviewing. Each student-interviewee is graded, and this information is placed at the disposal of the instructor who later discusses the outcome with the student. This rating is also placed in the placement file to become part of the permanent record for determining those who are best fitted to fill the actual positions which open up in the various offices and stores.

In many cases students make such a favorable impression during their trial interview that they are called later by the same office manager to fill a vacancy in his organization. In other cases, even though a specific graduate is not called, the office manager will rely on our school to supply him with the workers.

The most promising sign of the success of this procedure is the trend exhibited this semester. Those office managers who had been a part of the trial interviews in the past now ask to have the privilege of coming to the school again to add their bit. The procedure is double-edged—it gives invaluable help to our graduates, while, on the other hand, it gives the office managers a chance to "look over the crop" for the type of workers they will want to fill vacancies in their offices and stores.

Summarizing Local Occupational Studies

J. D. HULL

SENIOR HIGH SCHOOL
SPRINGFIELD, MISSOURI

One of the most useful guidance practices in the Springfield Senior High School is that of summarizing local investigations and then placing these summaries in the hands of all twelfth-grade pupils before they leave school. The summaries are made into a unit of work in the twelfth-grade social studies so that all pupils will have a chance to secure a realistic understanding of occupational conditions awaiting them in the community outside of school.

One investigation which has been summarized for the twelfth-grade pupils is an industrial survey of Springfield. The ninety largest business enterprises of the industrial community were in-

cluded in the survey. A local investigation that has been summarized is a survey of job opportunities in Springfield. This investigation was made by one hundred twelfth-grade boys and girls of the senior high school. Another investigation that has been summarized is a follow-up study of the senior-high-school graduates. The summaries are used as points of departure for the twelfth-grade pupils to find out more about local job opportunities.

Work Experience

H. H. ROBINSON

PUBLIC SCHOOLS

AUGUSTA, KANSAS

We have a work-experience class in our high school. The purpose of this class is to give boys an opportunity to get experience in practical or everyday tasks. They build and repair furniture, make sidewalks, trim trees, etc.

A survey is made of possible job opportunities. The information is collected from the U.S.E.S., from the want ads, and from employers in the community. A committee of students and teachers direct the program. They attempt to find the types of work that will provide educational stimulation in addition to practical work experience. The school also attempts to find any opportunities for work experience in and around the school building. We feel that this movement is very important and that work experiences should be made available to as many high school students as possible.

Other Work Experiences

LAURENCE W. ROSS

GREENVILLE HIGH SCHOOL

GREENVILLE, SOUTH CAROLINA

Greenville High School provides opportunities for diversified occupational training for its students. Simply stated, the program involves these steps:

1. The vocational director seeks contacts for apprenticeship opportunities for high-school youths in the communities.
2. When a student has reached a high enough level of general and perhaps vocational training in the high school, he is recommended to employers needing apprentices in the occupation in which he is interested.
3. The deans, counselors, and teachers then cooperate with the student and vocational director in arranging the student's related schoolwork so that the out-of-school cooperative work may contribute to rather than detract from school credit. As a result of this program carried on over a period of five or six years this thriving city has come more and more to look to the local high school for its supply of auto mechanics, woodworkers, commercial artists, draftsmen, stenographers, accountants, printers, electricians, radio repairmen, and other skilled workers.

Short Term Tryout Experiences

HARRY MONTAGUE

NORTH BENNINGTON HIGH SCHOOL
NORTH BENNINGTON, VERMONT

The community exploratory program enables students to have short tryout experiences with industries, businesses, and other places in the community where people work. The principal makes contacts with offices and businesses in the community for pupils who are interested in certain vocations. Students are then placed in these offices or businesses for several days or a few weeks to gain actual experience in order to learn whether or not they like the work. Some of the contacts which we have already made for our students are as follows:

1. Telephone testing at the telephone company with switchboard experience
2. In agriculture, arrange for students to attend the State Agriculture School at Randolph or to work on near-by farms during vacations
3. In office work, girls spend two or three days working in some regular office

4. In nursing, girls go to hospitals and actually help the nurses for a few days
5. Many other tryout experiences arise from student interests, and community facilities are made available

The School That Boys Built

WALTER E. DURBAHN

HIGHLAND PARK HIGH SCHOOL

HIGHLAND PARK, ILLINOIS

In 1925 the Highland Park High School broadened the scope of its curriculum by adding a vocational building trades course. Five years later a vocational auto mechanics and general metals course was introduced. Since their aim was a general rather than a specific trades training, the program came under the Smith-Hughes classification of general industrial trades training.

The student's time is divided into two units, three hours for trades work and three for academic work. Rather than have the students participate in the regular academic program of the school, separate classes were organized with the expressed purpose of relating the content of class instruction with the trade work. The related courses consist of English, social science, mathematics, science, and drawing.

The building trades classes of Highland Park have been erecting a building or house each year for a number of years. During this time a small portable shop and the building under construction had to be shop and classroom for the practical work. This plan failed to provide facilities for what is now considered desirable procedure; it also failed to cope with unfavorable weather conditions. To overcome these difficulties, Sandwick Hall was constructed by the students. It provides indispensable shop facilities for the building trades. This building is a 40- by 40-ft. addition to the original auto shop erected by the students in 1929. The east 32 feet of the auto shop were remodeled into a locker room, washroom, and machine shop. A second story was added for related class-rooms, thus creating a new and remodeled building of about 135,000 cubic feet.

Experiences in Nursery Education

NONDA L. DEGENER

HIGHLAND PARK HIGH SCHOOL
HIGHLAND PARK, ILLINOIS

The nursery school program, a major part of Junior Nursing, is a course in preparental education. First offered in 1937, the course was designed primarily for girls who planned to be nursery governesses or competent mothers. It has been expanded into an exploratory course for girls interested in nursing, nursery school work, or kindergarten teaching.

The class is open to junior and senior girls interested in home management, care and training of children, principles and practice of personal health and hygiene, and care of the sick in the home. One student group meets for four forty-minute periods in the morning; another group meets for similar work in the afternoon.

*Getting a Job Idea*GUIDANCE DEPARTMENT
FAIRFIELD PUBLIC SCHOOLS
FAIRFIELD, CONNECTICUT

The guidance department prepared a fourteen-page bulletin which presents many good suggestions for job getting. The following is an excerpt from the bulletin:

This booklet will not create a job for you. But it can and will suggest a plan to follow in looking for work, point out possible sources of jobs, and indicate appropriate rules of conduct for you to follow when you come into contact with an employer.

Two factors are involved in getting a job. First, the employer must have a vacancy to fill, must need the services which you are able to offer him. Secondly, you must be able to convince the employer that you are the person who can best fill the vacancy. This booklet, therefore, aims to help you in your search for work and in your attempt to sell your services to an employer who needs you.

The table of contents shows the scope of the work:

- I. A Job-getting Plan
- II. Ways to Locate Openings

- III. The Interview
- IV. Letters of Application
- V. Steps in Getting Working Papers
- VI. Educational Opportunities
- VII. What Previous Graduates Have Done

The section on "Ways to Locate Openings," which carries suggestions valuable to anyone seeking a position, is here reproduced.

WAYS TO LOCATE OPENINGS

1. *Let your relatives and friends know that you are looking for work.* Let them know, also, just what services you can offer to an employer. The more people there are who are interested in your problem, the more likelihood there is that someone may hear of a vacancy which you can fill and will tell you about it.

2. *Register at the Connecticut State Employment Office.* To do this will cost you nothing, but it will give you one more contact in your search for a job. The purpose of the State Employment Office is to place men, women, and juniors in private industry and other types of private employment. It is *not* a relief agency. The State Employment Office must select workers on the basis of ability, not need for work. The Bridgeport office has built up a very fine relationship with a large number of employers in this area. A high-school graduate who is really determined to do everything possible to get a job will not fail to register at the Employment Office.

3. *Let the school know that you want to find work.* If you are interested in Commercial work, see Miss _____. If you can do housework or take care of children, notify Miss _____. If you are interested in industrial and other types of jobs, leave your name at the Guidance Office. Thus you will be listed when calls come to the school asking for workers of various types.

4. *Consider the possibility of registering at a good private employment agency.* Consult the classified section of the telephone book for a list of agencies. Before going to any private agency, however, try to find out its reputation. The Chamber of Commerce may be able to help you. Most employment agencies charge no fee in advance, nor can an agency guarantee that you will be able to get the job to which they send you. Pay no money for a job until you get the job. Do not depend too much upon an employment agency to get you a job, whether the agency be public or private. Consider it as just one more possible way to find work.

5. *Watch the "Help Wanted" advertisements closely.* The public library in Fairfield or in Bridgeport has newspapers you can consult daily. If you believe you can offer the services asked for in an advertisement, apply

for the job as directed. Avoid offers which "sound too good." When in doubt, consult some older person whose judgment you respect.

6. *Look for places of work* in the classified section of the telephone directory or the city directory, or select some places you already know about and then go to the employment office to find out whether or not there are any vacancies you can fill.

7. *Consider the advisability of putting a "Situation Wanted" advertisement in the newspaper.* This means of getting a job will probably be of value only in exceptional cases. Unless you have some special skill for which there is a demand, you would probably be wasting your money to advertise your services. But a girl who has had training or experience in domestic work, for example, might well put an advertisement in the newspaper, for there is a demand for good workers in this field. Any graduate who is thinking of running such an advertisement should consult someone regarding the wisdom of doing it and the proper wording for the ad.

8. *Notice news items, advance notices of special sales, new buildings going up, etc., which may indicate that workers will be needed.* Apply early. Keep your eyes and ears open persistently for new job prospects.

9. *Consider the possibility of creating a job* by starting out in a small business which does not require much investment of money but which will make use of any unusual skills you may have. If you have any good ideas regarding this, talk them over with someone whose judgment you respect.

10. *If you plan to take any special training* after you have been graduated from high school, find out about the placement facilities of the school where you will take the training. This school may be able to help you.

11. *Go to see employers for whom you have worked before* on a part-time basis. Let them know that you are looking for full-time work. They may have an opening, or be able to refer you to someone else who has a vacancy.

12. *If your family is registered with one of the social service agencies*, find out if they can help you to get a private job.

Locating Vocational Motives

CLIFFORD E. ERICKSON
MICHIGAN STATE COLLEGE
EAST LANSING, MICHIGAN

This blank has been developed to help pupils and counselors find the motives or reasons behind vocational inclinations. A picture of the pupils' interests and vocational needs can be quickly secured.

MICHIGAN STATE COLLEGE

Counseling Laboratory

Form 21

JOB FACTORS

<i>Factors I Consider Important in Choosing a Job</i>	Very Important	Important	Not Important
1. Certainty of continuous employment 2. Opportunity for advancement 3. Opportunity to make money 4. Opportunity to use your own ideas 5. Pleasant people to work with 6. Good hours 7. Opportunity to learn a job 8. Opportunity to "do good for people" 9. Variety of work 10. Opportunity to be in a position of authority 11. Having a good boss 12. Having clean work 13. Prestige of the job 14. Opportunity for adventure 15. Opportunity for travel 16. Chance to work inside or outside (underline preference) 17. Opportunity to become famous 18. Easy work 19. Chance to use abilities 20. Chance to use past training, education, or experience 21. Chance to satisfy parents, relatives, or friends 22. Chance to work for yourself 23. Chance to easily secure a job, little competition for positions 24. Chance to do extensive study and research 25. Chance to work in home community or in that general locality 26. Chance to continue education while at work 27. Chance to work in or near a large city 28. Chance to see and know a lot of people 29. Chance to enter a new or a growing field 30. Other factors			

A School-community Handbook

PREPARED BY THE EVANSTON
ADJUSTMENT COUNCIL
EVANSTON, ILLINOIS

We present in its entirety a handbook developed as a community cooperative project.

THE ABC'S OF GETTING A JOB*Do Some Thinking and Planning Before You Start for a Job*

When you leave school you face a bigger problem than any you may have met before. Now you must begin to make a place for yourself in the world, and to gradually become self-supporting. Many jobs are available today, but they go to those who are prepared and who do careful planning to get a job.

This pamphlet has been prepared to help you find a satisfactory job. It has been written by a group of men who have had actual contacts with the job market, by employers, placement workers, and experts in vocational guidance. The final solution to the problem for getting a job lies within you, but perhaps this material will give you some hints that may prove of value.

Prepare Yourself for Job Hunting

Before you can intelligently look for a satisfactory job you must know for what you are suited. Then you must learn something about the possible vocations that you may enter. Looking for job openings and then landing the job demand real skill. Here you may find some suggestions to help you.

You should know something of how the Government affects your job. You may be interested in possibilities for further training, and you will want to know what the employer looks for when he hires workers and what qualities will aid your promotion.

You Will Start as a Beginner

Remember that you are a beginner in the vocational world. Don't expect to start at the top merely because you have high-school training. Your starting salary will probably range between \$12 and \$15 a week, but monetary return should be considered secondary to opportunity.

Several years ago a boy graduated from high school and began work as a bus boy. Today he is manager of the restaurant, the youngest manager in the company's history. Be careful that the job you take is one with future possibilities, but remember that your future success depends largely on yourself.

Getting a job is a job in itself—a job that will require considerable effort on your part, a job worthy of your most careful thought and planning.

Personal Appearance

1. Neatness and cleanliness are assets for almost any job.
2. Dress for the job for which you are applying. The office job requires coat and tie for the boys, business dress for the girls. The factory job requires a different attire.
3. Dress as maturely as possible. Your youth and inexperience will be enough of a handicap without emphasizing it in your appearance.
4. Do not follow extreme style fashions. Leave your high-school styles and mannerisms behind when you start to look for a job.
5. Do not smoke or chew gum while in the employer's office.
6. Be careful that you have no body or breath odor.
7. Before entering an employer's office, make a final check of your appearance.

Letters of Application

Letters must often be written to secure interviews, especially in the commercial field. Care should be taken, as the prospective employer gets his first impression of you from your letter.

1. Be careful of your English, spelling, punctuation, and general neatness.
2. Plan your letter carefully, with special emphasis on an opening paragraph that will get attention, and a close that will interest the employer in contacting you further.
3. Be specific about your qualifications.
4. If possible, type your letter unless otherwise specified.
5. Use standard business stationery.
6. Have someone read and criticize your letter before you send it.

Personal Data Sheet

It may prove helpful to prepare in advance a neatly typed résumé. This will help you organize the material needed for an interview or application blank, and a copy may be left with the interviewer or enclosed in the letter of application. It is best done in outline form.

1. Personal Data section. Address, telephone number, Social Security number, age, height, weight, color, etc.
2. Education. This should include a list of schools attended, vocational courses taken, and perhaps a record of your school activities, if your work experience is limited.
3. Work Experience. List name and address of employer, work done, and dates of job.
4. References. Give names and addresses of former employers, teachers, and others who can recommend you. Care should be taken to always get permission before using a person's name as a reference.

Filling Out Application Blanks

You may have to fill out many application blanks. Each represents you after you have left the office. See that it represents you well.

1. Follow directions carefully, reading all instructions before you write anything.
2. Write neatly and legibly, in ink if possible, being careful not to cross out words or make blots.
3. Answer every question specifically and completely. Do not skip anything.
4. Answer every question truthfully. False statements are almost always uncovered and often result in the loss of the job.
5. Work rapidly, but carefully.

GENERAL HINTS

1. Don't become discouraged. The more applications you make, the more skilled you become and the more opportunities you may uncover.
2. A little courteous persistence may land you the job you want. Keep the employer informed that you are looking for a job, but do not become a nuisance by too many calls. It is often advisable to ask the employer when you might call again.
3. Apply at firms where you know inexperienced workers are employed.
4. When applying for a job be sure you reach the person who does the hiring—an application left with the switchboard operator or the man at the gate will be of little value.
5. Always apply alone. The presence of relatives or a friend will tend to make the employer think you lack ability to stand by yourself.
6. If you have no telephone, arrange for the use of one belonging to a neighbor or friend so that you can be reached quickly.
7. Secure permission before using a person's name as a reference.
8. Remember that your ability to get along with people is likely to be the greatest single cause of your success or failure in getting and keeping a job.
9. Don't judge a prospective job solely on the basis of starting salary.
10. While you are unemployed, make a business of getting a job—bend all your efforts toward this goal.
11. While you are employed, make every effort to do your job well and to learn all that you can about your own and other jobs in the organization.

A. *Take An Honest Look at Yourself*

One of the most difficult tasks you will face is to understand yourself. Selecting a satisfactory job means that you must study carefully your own

qualifications, your likes and dislikes. Here are some questions that may help you. Answer these carefully and honestly.

1. Which group of occupations do you prefer: artistic pursuits, work with people, work with things, work requiring language abilities, etc.?
2. Do you have sufficient educational training to secure a job in one of these fields or can you obtain it?
3. Do your achievements in and out of school demonstrate that you have sufficient ability and interest to perform the tasks involved in the work you select?
4. Do you have any personality weaknesses, such as timidity, egotism, or feelings of inferiority, which might interfere with your success?
5. Is your health adequate for all kinds of work?
6. Is your appearance good; are you clean and neat?
7. Are you courteous, straightforward, and trustworthy?
8. What is your ultimate goal in life?

B. *Learn about Jobs*

Select several possible jobs in which you might be interested and study them carefully. Become acquainted with the general occupational fields in which these jobs may lie and with the specific jobs which you might be able to secure at the start. Here are some things about prospective jobs that you should know. Care in answering these questions now may save you disappointment and unhappiness in the future.

1. Is the field in which you are interested one that promises to be of continuing or increasing importance?
2. What kind of work will you be expected to do in a beginning position, and what tasks would future promotions bring?
3. What about the working conditions?
 - a. Wages
 - b. Hours
 - c. Steadiness of work
 - d. Social status connected with the job
4. What special abilities does the job require, and can you meet these requirements?
5. What special training is required? Do you already have such training or will you be able to secure it?

C. *What Are the Work Opportunities in Your Community?*

Because of our proximity to Chicago, young people in this area have a wide choice of job opportunities. Almost every kind of job can be found somewhere in Chicago. In Evanston the range of opportunities is more

limited. This area may be considered a "service area"; that is, most jobs are of a service nature.

Jobs for Girls.—Many Evanston girls find jobs in retail selling where appearance and personality are important. Another group works in restaurants and soda fountains. During certain seasons of the year many girls find work in light manufacturing carried on in Evanston. In most cases this consists of some kind of manual assembly work. Commercial opportunities in Evanston are limited, but a large number of such jobs are found in Chicago. The best opportunities go to the well-trained stenographers or to those with other business training. One of the leading occupations in terms of numbers is the domestic field. From the monetary standpoint, figuring the value of room and board, these jobs are often worth more than clerical, sales, or factory jobs.

Jobs for Boys.—Most boys who work in Evanston find their jobs in the service trades. Many work in stores, either as clerks, stock boys, wrappers and packers, or deliverymen. Factory work furnishes jobs for some, although this is usually quite seasonal. There is little opportunity for skilled factory workers in the machine trades unless you go to Chicago; the jobs here usually requiring some simple manual work. Many boys find work in garages or filling stations. By going into the Loop a number of boys get commercial jobs in offices. The boy with business training or an outstanding personality, plus a good school record, usually has the best chance for this kind of work. White-collar jobs are generally the most sought after, but often do not offer the opportunity to be found in other fields. Opportunities in the building trades or in other skilled groups have been limited in recent years.

D. Locating Job Opportunities

The key to getting a job is getting in touch with job openings. Most employers do not have to search for workers, especially beginners. It is up to you to find the opportunities.

1. The best way to find out about job vacancies is through your friends and acquaintances or through members of your family. Don't be afraid to let others know that you are looking for work.
2. Make direct application. Pick out the firms that are most likely to hire beginners. Use the classified phone book, chamber of commerce lists of local industries.
3. Register with placement agencies. They serve as a clearing house for jobs, and can put you in touch with many vacancies. Agencies run by schools and public agencies charge no fees. Private agencies charge a fee, and you should be careful to understand your contract with them if you register there.
 - a. Register with the Illinois State Employment Service, 1033 Davis St., Evanston, Illinois.

- b. Evanston High School students should also register with the Placement Bureau, Room 337.
- 4. Watch the "Help Wanted" advertisements in the newspapers.

E. *Landing That Job*

Competition for every job is keen. Comparatively minor incidents may mean success or failure in your job hunt. The following material is aimed to increase your skill in landing a job. These are not theoretical ideas, but are based on practical experience.

THE INTERVIEW

- 1. Remember that you are selling yourself to the employer. Don't make him pry out your good qualifications, but don't oversell yourself or make statements that cannot be supported by facts.
- 2. Be prepared to tell concisely and clearly about your education and experience.
- 3. Prepare yourself for the interview by learning something about the employer's business, and be ready to suggest possible jobs which you might be able to do.
- 4. Don't tell the employer that you can do anything. Point out your specific skills.
- 5. Be on time, but not too early.
- 6. Be confident and poised. Employers are human, and in most cases they are anxious to help you. You will find them especially kind to beginners. Do not fear an interview.
- 7. Speak clearly and distinctly. Be careful not to use slang phrases.
- 8. Stand until invited to be seated, then sit erect, without leaning on the desk.
- 9. Let the employer do most of the talking, but make sure that all your qualifications are brought out clearly.
- 10. Impress the employer with the fact that you are interested in his company and the particular job for which you are applying.
- 11. Get as many interviews as possible—you learn by experience.
- 12. The employer's time is limited; realize when the interview is over and make your exit promptly and graciously.
- 13. It is often a good idea to follow up the interview with a brief note thanking the employer for his time, and expressing your interest in the job.

F. *What the Employer Looks For*

You will be interested in what the employer looks for during an interview and how he selects applicants for the job.

- 1. Your general appearance and approach will be of considerable importance. They give the employer his first impression of you.
- 2. The employer will judge your alertness to questions asked.

3. Your attitude of having something to give and not just wanting to get a job and salary will be important.
4. He will try to learn from the interview and by checking your references whether you are qualified for the particular vacancy or for some future opening in his company.
5. He will try to decide what future possibilities you may have of developing into a valuable employee.

What Makes a Successful Employee?

1. Your objectives and attitude toward the job. Are you trying to get ahead and be of value to the company, or are you merely interested in your pay check?
2. Your industry. Can you stick to the job throughout the day, giving it your full attention?
3. Your education and training. Are you trained to do the job?
4. Your native ability. Do you have the necessary qualifications for the job or should you be in another type of work?
5. Your work experiences. Part-time and summer work help orient you to the vocational world and make your adjustment easier.
6. Your appearance and personal hygiene. Advancements are often lost because of carelessness in appearance.
7. Your ability to cooperate with and adjust to your fellow workers. Learn to get along with people.
8. Your ability to learn while on the job and your willingness to undertake further training, such as night school work.

G. The Government and Your Job

There are many laws affecting your job with which you should be familiar. To work at almost any occupation today you need a Social Security number. Do you know what the Social Security laws are? Do you know what other rights you have as a worker? The following material is greatly condensed. Further information may be secured at the Illinois State Employment Service, 1033 Davis Street. You may get your Social Security number at the Social Security office, 1603 Orrington Avenue.

1. Social Security

a. Old Age and Survivors Insurance

Every employer of one or more, with the exceptions noted below, contributes 1 per cent of his pay roll to the Old Age and Survivors Insurance Fund. An additional 1 per cent is taken from your pay check so that when you are 65, you will be paid a regular monthly benefit

b. Unemployment Compensation

Every employer of six or more, with the same exceptions, pays a tax of 3 per cent to the Unemployment Insurance Fund. You

are eligible to collect benefits when unemployed if during the preceding year you earned at least \$225 for an employer who paid this tax. You must register at the Illinois State Employment Service office in order to draw these benefits, which range from \$7 to \$16 a week for as long as 16 weeks, depending on your previous earnings

- c. The following occupations are not covered by the Social Security laws: agricultural labor, domestic service, work performed by son or daughter for parent, Government service of any kind, service for a nonprofit religious, charitable, or educational organization

2. Here are some other important labor laws

- a. Federal wage and hour law

All companies engaged in interstate commerce must pay at least 30 cents per hour up to 42 hours a week, and time and a half for overtime. In October, 1940, the total hours were cut to 40

- b. Six-day-week law

Every employee must be given one full day of rest in seven

- c. Women's eight-hour law

All women and minors cannot be employed more than eight hours in any one day or more than 48 hours in any one week

- d. Workmen's compensation

If you are injured while working for some one, the employer is liable for your expenses and 50 per cent of your salary while you are unable to work

H. *Your Education Is Never Completed*

If you are going to college you will want to do some vocational planning now. The college you select and the courses you take should be chosen after consideration of your vocational plans.

Perhaps you plan some further education in a vocational school where you may get specialized training. Choose such schools carefully, as the value of your training depends on their standards. Check on the placements of those who have completed the course. Beware of the schools which advertise the certainty of high-paying jobs on completion of the course. Such extravagant claims generally indicate low standards.

If you begin work at once you may wish to continue your education in night school. Promotional opportunities often go to the person who continues his training at night. Evanston High School offers a wide selection of courses. Advanced courses are available through the University. The Adult Education program has many free classes. Night-school work is also available in most of the vocational schools. Before undertaking a course make sure that you will be willing to spend the time and effort to

complete the work. A two- or three-hour class after a day on the job is not easy.

Correspondence courses may appear from advertisements to be the sure way to a satisfactory job. However, in very few cases are they of much help. Over 90 per cent of those who start such courses fail to complete them, and many who do complete the work find the training insufficient to fit them for the promised job.

Even though you do not continue your formal school training, do not consider your education completed. There is always the opportunity to learn by experience on the job.

I. Further Reading

You may wish to do further study on some phases of the problem of getting a job, or you may wish to read material on your chosen occupation. The Evanston Public Library has a great deal of vocational material available. The following list is merely suggestive.

Some selected books:

BENNETT: *Beyond High School*, McGraw-Hill Book Company, Inc., New York, 1938

Suggests and solves perplexities which will be encountered when high-school days are over. Especially good

BRECK: *Jobs for the Perplexed*, The Thomas Y. Crowell Company, New York, 1936

Job sources, breaking new ground, trying many things

CLEAVER: *Making a Job for Yourself*, McGraw-Hill Book Company, Inc., New York, 1936

Simple money-making plans that have worked. Straight thinking on career planning

Pamphlets:

GOLDSTEIN: "Personality and the Job," Science Research Associates, 1940

HUMPHREYS: "How to Choose a Career," Science Research Associates, 1939

"Vocational Trends," a monthly magazine published by Science Research Associates, provides many valuable articles on vocational opportunities and problems

Helping Pupils Use the Employment Service

J. HARWOOD EVANS
OSHKOSH HIGH SCHOOL
OSHKOSH, WISCONSIN

Several years ago a representative of the State Employment Service was in to check the record of some boys, and after getting

the information, we discussed the employment situation in general. In the course of our discussion, he said something about boys and girls not knowing how to register at the Office after graduation and not knowing of the services it could give them. The outcome was that he was asked if it were possible for him to devote some time to come and talk informally to small groups about problems of local and regional employment, comments of employers on applicants, proper approaches, and other things bearing on the employment situation as it stood at the present time. His affirmative answer started the ball rolling.

The setup was simple but effective. The English department was called on and in its usual cooperative manner allowed him to come into each class according to a schedule. The advantages of this method were twofold: (1) every student was reached; and (2) each group was small enough to hear well and informal enough to enter into the spirit of the program.

The speaker was never assigned more than he wished to do and his word was the deciding one in each case of scheduling. He, of course, was doing this at times when he could get away from his office duties, and we adjusted our program to meet his.

Service beyond the High School

C. M. DAVIS

METROPOLITAN SCHOOL OF BUSINESS
LOS ANGELES, CALIFORNIA

Metropolitan School of Business, the graduate department of Metropolitan High School, is a free public school conducted by the Los Angeles City Board of Education. Its purpose is to provide intensive training in business occupations for high-school graduates residing in this area. Every type of modern office machine is made available for instruction and practice. Training is offered in the following major occupations: stenographer, stenotypist, bookkeeper or accountant, comptometer operator, bookkeeping machine operator, general office worker and retail salesperson. Training is also offered in the following specialized occupations: P.B.X. operator, duplicating machine operator, multigraph operator, multilith operator, key punch operator, billing machine operator, dictaphone or ediphone operator, file clerk, and statistical typist.

THE METROPOLITAN GUIDANCE PROGRAM

I. *Bulletins*.—We prepare a series of bulletins dealing with occupations in the field of business training. These bulletins are distributed to the contributing schools, so that prospective trainees have an opportunity to become acquainted with the special occupations and the general field of business training

II. *Lectures*.—We send representatives to each contributing school to speak to the seniors about the opportunities for business training in our school and to act as conference leaders for those students who are planning to attend the school. In this way each student has an opportunity of personal contact with a representative previous to enrollment. We also have representatives who act as conference leaders for guidance teachers in the contributing schools

III. *Pictures*.—We have a 16-mm. sound picture entitled "Training for Business Positions." This picture depicts the entire training program of Metropolitan. The picture also contains vocational guidance material illustrating the opportunities, requirements, and training necessary for various business vocations. This picture generally accompanies the lecture

IV. *Conferences*.—We arrange for students and teachers from the contributing schools to visit Metropolitan for a personally conducted tour of the school, followed by a conference. In this way interested groups of students and teachers have an opportunity to actually see the school in operation

V. *Preregistration Day*.—Each semester we set aside a preregistration day on which interested students come from the contributing schools to Metropolitan to file their application blank and take the Entrance Aptitude Test

We have a one-hour orientation program previous to taking the test, at which time each course in the school is explained. The students also receive information from our placement officer relative to the opportunities open in the field of business occupations, requirements necessary to meet these openings, and general information concerning the school program. Following the "testing program" they are permitted to visit the various departments and have a personal conference with the chairman of each department relative to the opportunities for training in that particular field

VI. *Counseling*.—We maintain a counseling office for the purpose of counseling and registering new students to the school, conferring with students about their program after registration, and supplying tests for those students who are having difficulties. We have the services of the State Department of Employment Testing Bureau for all kinds of specialized vocational tests

VII. *Studies*.—We continually make research and follow-up studies in the fields of various business occupations in order to determine the changing demands of business. These studies consist of a direct follow-up of trainees who have been placed on the job. In this way we know the strong and weak points of our training and guidance program. This will give the counseling office information that can be given out to trainees when they are seeking advice about their training program.

VIII. *Luncheon Meetings*.—We invite various groups of employers from special fields to luncheon meetings at which time they discuss with the advisers of our school what is new and important in their particular field of business.

IX. *Publications*.—From time to time we issue publications which are mailed to prospective employers, outlining our training program. We also issue publications which are mailed to the contributing schools, which in turn give the vocational advisers and counselors in these schools a summary of what is happening in the field of business occupations.

Conclusions

The material presented in these two chapters illustrates the many possible practices that can be carried on. It also points out the need for a planned, comprehensive program to provide occupational information and to make counseling services available to all students. The following services are of prime importance to every child:

1. To have some opportunity to explore the entire world of work
2. To have a chance to learn about one's own abilities, interests, skills, and opportunities
3. To study carefully a few occupations
4. To match occupations and information about oneself
5. To learn the skills of job getting and the methods by which one progresses on a job
6. To study educational opportunities and activities as they relate to vocational adjustment
7. To learn as much as possible about occupations by visiting, interview, and actual work in community occupational activities
8. To consider the many occupations each pupil might enter and the related families of occupations

9. To utilize all the vocational counseling resources available in the community
10. To introduce a maximum amount of information through the regular classes of the school

The preceding materials illustrate most of these points. Few schools have, however, developed an over-all, complete program of occupational information. It is hoped that these practices described will suggest new ways for schools to be of service in the vocational guidance of their pupils.

Chapter 8 GUIDANCE

IDEAS AT WORK

THIS chapter brings together descriptions of a wide variety of practices. These materials support the thesis that most schools have some excellent guidance procedures in operation. Much can be learned through the interchange of ideas. The materials also suggest the advisability of surveying one's own school to locate those projects which are making a worth-while contribution to the school.

Most of these suggestions can, with a little adaptation, be used in many schools. They are presented here to suggest some of the many possibilities. It is important that each school begin some specific practice in guidance in order that the entire staff may see definite results of the program.

Guidance Programs on the Public Address System

PAUL F. BOSTON
GREENCASTLE PUBLIC SCHOOLS
GREENCASTLE, INDIANA

The "interlude programs" that are being tried out here are designed to reach out into the community and make available many persons who can contribute to the program of complete education. The programs are brought to the students over the school sound system twice weekly. They are usually in the form of an interview. All programs are planned and prearranged by a student-and-teacher committee. It is almost exclusively the students who get in touch with those who are invited to appear

and who plan the details. A program, to be acceptable, must make a contribution in one of the following areas of guidance: vocational, cultural, educational, hobby, or recreational. No program is used merely for its entertainment value, although a program may qualify as indicated above and still be highly entertaining. Aside from the value of the programs themselves, we are convinced that it is a splendid public relations project. People from our community come to our school building to contribute to our program. In some instances we make recordings of these programs, as we have access to excellent RCA recording equipment.

Planning for Graduation

ALIQUIPPA SENIOR HIGH SCHOOL
ALIQUIPPA, PA.

During the summer the counselor spent several weeks examining the records of all eleventh- and twelfth-grade pupils, checking and evaluating their credits. A letter was compiled for each course or group of courses. At the bottom of the letter a space was left for filling in all the uncompleted subjects, both major and minor, which were required for the completion for the course. This letter was mailed to the parents in order that they might know when to plan for the graduation of their children. In the case of a pupil whose achievement fell below his ability, a special notice was inserted asking the home to see that schoolwork was put in first place. We also suggested curtailment of other activities and supervision of rest and health by the parent.

College Planning

EVERETT L. CRERAR
EAST HIGH SCHOOL
GREEN BAY, WISCONSIN

We get in touch with all our seniors who are interested in attending college. We find out what colleges they are thinking of attending; letters are then sent to the colleges and universities inviting their representatives to spend a day at East High during March or April to counsel with the seniors who are interested in their particular school. Usually, one of these college representatives

gives a guidance talk to the entire senior class. The seniors meet with the representatives in small groups during their free periods.

We maintain a complete file of college catalogues and directories, such as the College Blue Books and College Directory. The interested students make use of these so that when they go to their conferences they are more capable of asking intelligent questions and of getting more out of the conferences. We encourage each prospective college student to contact at least two or three college representatives. By having the representatives here over a period of a couple of months, it does not take an undue amount of time from the senior at one time, and it also gives the senior more time to think about his plans. We maintain a record for each student of his intelligence scores, school grades, rank in class, personality rating, and interests. This information is available for the use of the college representative.

After the student has made tentative plans or has narrowed his choice to one or two colleges, he goes to the main office and fills in an application blank. The school fills in the other necessary information and the blanks are forwarded to the respective colleges or universities. Then if the student matriculates in the fall, he is not held up for lack of a transcript of his high-school work. Whenever possible, the parents are brought in to the conference or the representatives call at the home after meeting with the student at high school.

Students Form Guidance Committee

CLARENCE M. PEEBLES
RIVERSIDE-BROOKFIELD HIGH SCHOOL
RIVERSIDE, ILLINOIS

The Riverside-Brookfield High School has nine senior home rooms of approximately thirty students each. Each home room has a faculty adviser and elects a student representative to a student guidance committee.

The student guidance committee of nine members elects its own chairman and secretary. The group accepted the responsibility for making a preliminary survey of the needs and interests of the seniors. Each of the nine submitted a list of his own problems, and

the composite list was submitted to the senior class for checking and making additions. The results of this study are used in planning senior home-room programs. The problems checked most frequently are

- How can I learn to get up in front of people and talk with ease?
- What are the necessary things to observe in an interview for a job or in writing a letter of application?
- What are the important qualifications for a job?
- How can I learn to apply for a job?
- Is it better to have good grades or the satisfaction of being a good worker?
- How shall I go about finding out what I should do after I leave high school and where I should do it?
- How can I choose a desirable occupation?
- What is the best way to obtain higher wages after getting a job?
- How can I improve my personality? How can I inspire confidence in others?
- What are the advantages or disadvantages of joining a fraternity or sorority?
- What is college for?

Students Free to Choose Assembly Activity

The senior home-room program had activities scheduled which were of a group nature for eighteen of the thirty-six meetings. The other eighteen were used as the home-room adviser saw fit, usually in study, group, or individual counseling. With the exception of two group guidance meetings attended by every student, the students were allowed the privilege of studying during the home-room half hour if they did not care to attend the group meetings. Attendance was taken by cards handed to the student to be turned in to the teacher in charge of whichever meeting he attended. It took approximately ten minutes to sort out these cards and put them in the hands of the home-room adviser before the end of the same day. This flexible system seemed to contribute toward a fine attitude on the part of the students, and gave the guidance committee an individual record of the popularity of various meetings.

Locating "Bright" Children

ELEANOR HAYES

BELMONT JUNIOR HIGH SCHOOL
BELMONT, MASSACHUSETTS

When guidance work began officially in the Belmont, Massachusetts schools, it began in the kindergarten. The first step was a survey of the kindergarten with the Binet test to ascertain the number of superior children who should have special programs. This overcame the community prejudice that guidance concerned itself only with the subnormal. No publicity was given regarding the slower group of children, but this information was used in guidance planning.

The Work of the Counselor

DOROTHY DEAN BEAUMONT *(Some of the duties of the counselor at this school are listed.)*
JOHN BURROUGHS JUNIOR
HIGH SCHOOL
LOS ANGELES, CALIFORNIA

1. The testing of pupils to determine individual differences and to provide records for use by teachers and administrators in the guidance of pupils to estimate expected achievement
2. Frequent individual conferences with pupils, parents, and teachers
3. Conferences with groups of teachers having the same pupils
4. The assembling of program data from all pupils for the development of the master program each semester
5. Directing and making individual pupil programs
6. Studying problems of pupil maladjustment and the coordinating of school and community agencies to assist in their solution
7. Making changes in pupils' programs when changes seem advisable
8. Planning meetings for the A6 pupils and their parents in the elementary schools of the district to bring about better

articulation between the contributing elementary schools and our school

9. Organization of discussion groups for teachers and principals of the contributing elementary schools and our teachers
10. Creating plans toward more nearly perfect coordination of the work of the junior high school with that of the senior high school by holding meetings between groups of teachers from the different schools
11. Organizing assemblies for pupils and parents at times when pronounced changes in the pupils' programs take place, as for example, at the time when the B8's must choose one of curricula for the A8 term and for the A9's before programs are planned for senior high school
12. Planning of an assembly for the B7 pupils and their parents during the first semester in order to provide an opportunity for parents to learn about the orientation program and the work being done in the classes and to meet the teachers and administrators

In Chicago High Schools Every Teacher a Counselor

ALICE WINTER

LAKE VIEW HIGH SCHOOL
CHICAGO, ILLINOIS

In the Chicago high schools every teacher spends one period each day as a regular part of her day's work in the counseling room doing individual counseling.

At Lake View we have provided facilities for this counseling by taking a room near the personnel room and dividing it into ten booths with a desk and two chairs in each booth to which teachers are assigned throughout the day. Student messengers and file clerks bring the students and the folders as desired by the teacher. Not every teacher is an accomplished counselor because for the most part he or she was trained as a subject specialist. But the teachers are learning. Participation in counseling is a part of the in-service training necessary for present-day high-school teachers who have been trained as subject specialists. They must now learn to become personality guides as well.

Helping the Handicapped

D. J. HEATHCOTE
PUBLIC SCHOOLS
KALAMAZOO, MICHIGAN

There are two phases to the Special Education Services in the Kalamazoo public schools: the service to the mentally retarded children and the service to the crippled children. All units of special education for the mentally retarded children are now consolidated in one school. It was believed that the consolidation of the units in a centralized service would result in a more unified and beneficial program to the slow-learning child.

Children who enter the special education rooms are well known to the teachers before they arrive. They are preceded by a complete educational history that has been carefully worked out by the sending principal and teacher who diagnose the case from the classroom teacher's viewpoint. A social history is provided by the visiting teacher that gives a rather complete picture of the home conditions, the physical development of the child, personal habits and hygiene, social behavior, personality characteristics, special traits, attitudes of the teacher toward pupil, pupil toward teacher, and pupil-parent relationships. Other data are provided by the director of research and guidance. These include the medical report, educational progress, and results of mental tests. In some cases the candidate is observed in his classes by the special teachers or the chairman of the department. At other times a home visit is made preceding the transfer. In this manner the teacher knows the child quite thoroughly before she enrolls him as her pupil. Knowing the child, she is better able to help him to feel welcome and wanted, and thus shorten the adjustment period.

Approximately one hundred and fifty children are enrolled in this school, which is located in a building accommodating elementary and junior-high-school grades. There are seven full-time special instructors. The children are expected to develop skills in tool subjects in direct ratio to their ability by means of materials suitable to their comprehension and social ages. Close correlation of academic work with handwork is the general practice.

In this service, increased vocational opportunities are planned

for both boys and girls; this is in addition to those opportunities already offered in the junior high school. For the older girls there is an expanded homemaking program leading them to their chief occupational outlet. An enriched program is brought about by the introduction of music and art and by the changing emphasis from the abstract subject matter to the useful practical problems that these children face everyday and to other problems that they will certainly face as adults. Progress is made on an individual basis and the work is varied and modified to meet the peculiar needs of the children. Because of this, the courses are ever changing, expanding. The key note of the curriculum and program is flexibility.

Wherever and whenever feasible, these pupils are brought into contact with the normal children and are permitted to enter the regular classes and activities with normal children when, in the opinion of the teacher, they can best profit by this type of experience. Plans are being devised for the placement of the older boys and girls in jobs in which they can succeed and a follow-up program is being instituted in order that they may be helped to succeed after placement.

Pupils may be transferred out of the special education department when available data indicate that they are likely to do successful work in their regular grades or in some special classes of the regular grades. These transfers are encouraged.

The Education of the Orthopedic Cases

Children with serious physical handicaps who are otherwise educable are cared for in the Harold Upjohn School of Special Education. Being especially designed and dedicated to meet the needs of the handicapped child, the Harold Upjohn School now houses the crippled children, the deaf and hard of hearing, children in need of sight conservation, and those who are afflicted with lowered vitality.

The primary purposes of the school are to restore the health of the children to the extent possible; to continue normal educational progress, except as it needs to be modified to meet the peculiar needs of the child, his interests and abilities; to develop basic occupational skills in order that the children may more readily become self-supporting; and to develop the interests and

aptitudes of the children that they may live a broad and wholesome personal life.

Children are referred to these services by specialists in the various fields working in cooperation with the family physician. Complete data are supplied by the physicians, giving the medical history, diagnosis, and prognosis of each case. The educational history is supplied by the principal and teachers of the sending school. These data are supplemented by the findings of the school psychologist and social data furnished by the visiting teacher.

Periodic clinics are held for frequent reexaminations and rechecks of progress. The clinics also provide opportunities for obtaining the necessary modifications in the therapeutic treatments and educational programs.

In its organization the school has divided the orthopedic children into the early elementary, later elementary, junior-high school, and senior-high-school classes. All are located on the first floor of the building and are easily accessible to the treatment rooms, craft shops, cafeteria-auditorium, and spacious and restful cot rooms. The second floor is devoted to the service of sight conservation, to deaf and the hard of hearing, and to the children with lowered vitality. Emphasis is given to the work in the shops, in the foods and clothing laboratories, and to weaving and a variety of crafts. Here the children may explore their interests and aptitudes, create articles of social usefulness, and perfect their artistic skills. The school is served by two physiotherapists, a speech correctionist, a visiting teacher, a nurse, and a physician, in addition to the specialists who are used for clinics and for consultation.

There are certain well-defined principles that permeate all of the services and activities of the Harold Upjohn School. An effort is made to be realistic, to recognize the handicap of each child, to attempt to overcome or reduce the handicap, to anticipate the child's probable future, and to adapt the work to meet his peculiar needs. Therefore, flexibility is the common characteristic of the organization of the school and all of its activities. Intelligent experimentation, carefully planned and checked, is encouraged. Opportunities are provided whereby the children may excel in some field, realizing that handicapped children must excel in their

chosen field if they are to compete successfully with normal youth and adults.

Opportunities are also provided whereby the children may receive recognition for their achievements and approval for their accomplishments.

To the extent possible, the children are treated as normal children; they are taught to be as self-sufficient as possible; and at the same time they are directed with understanding and sympathy devoid of sentimentality.

Cooperation is obtained from the child in facing his handicap realistically and in systematically working to overcome it. Cooperation is obtained from the parents, both individually and in groups, whereby they may obtain an intelligent understanding of the education and treatment of their children and the important part that the parents must play in making these effective. Thus, in the home and in the school, a healthy emotional atmosphere is maintained for the handicapped child.

Responsibilities of Home-room Teachers

BARBARA H. WRIGHT
MINNEAPOLIS PUBLIC SCHOOLS
MINNEAPOLIS, MINNESOTA

(In this system the home-room teachers have many functions.)

- A. Carry on necessary administrative routines
 - 1. Keep attendance records of pupils
 - 2. Keep other records and reports accurately in accordance with building plan
 - 3. See that notices are read and daily routines carried out
 - 4. See that subscriptions, memberships, contributions, banking are handled efficiently
- B. Become well acquainted with each advisee as an individual
 - 1. Learn as much as possible about each pupil by
 - a. Studying cumulative record cards
 - b. Interviewing pupils
 - c. Observing pupils
 - d. Talking to teachers, visiting teacher, counselor and principal about pupils
 - e. Using other questionnaires, etc., when necessary
 - 2. Make an effort to meet parents if possible
 - a. At P.T.A.

- b. Those who aren't at P.T.A.
 - c. Call parents on phone when necessary
 - d. See parents who come to building
- 3. Develop a relationship which will invite pupils to come to the home-room teacher to talk over problems
- C. Promote school spirit by
 1. Knowing the activities in the school
 2. Encouraging pupils to participate in activities
 3. Developing in pupils a feeling of loyalty to the school, knowledge of its traditions, respect for its standards, and willingness to work for its success
- D. Provide practice in living together in a democratic manner
 1. Guide the home room in the manner that a good sponsor guides a club
 2. Encourage officers and committees within the home room
 3. Assist the group to run their meetings in a parliamentary manner
 4. See that the home-room meeting provides ample opportunity for reports of student council meetings and for a discussion of problems being considered by that body
 5. Encourage the group to carry on activities that give them practice in working with others and assuming civic responsibility
- E. Provide for discussion in the home-room period of common problems such as
 1. Learning routines and rules of new school
 2. Understanding the curriculum and selecting suitable electives
 3. Manners and conduct and social adjustment
 4. School citizenship
- F. Detect, advise, and assist pupils regarding less serious matters having to do with
 1. Personality problems (temper, shyness, egotism, quarrelsomeness)
 2. Selection of extracurricular activities
 3. Conduct around the building (lunchroom, halls, auditorium)
 4. Relationships with other pupils and teachers
 5. Personal appearance (cleanliness, dress, manners)
 6. Study and work habits
 7. Selection of courses
 8. Discipline
 9. Tardiness and absence
- G. Seek assistance from visiting teacher, counselor, nurse, principal, or assistant principal when pupils present more serious problems of the types mentioned in F
- H. Make or get the office to make program changes and other school adjustments needed by individual pupils because of
 1. Illness or physical defects
 2. Unusual home conditions

3. Work outside of school
4. Lack of ability to succeed
5. Exceptional ability or special talent

- I. Serve as the coordinating agent, or clearing house, for various persons who are dealing with advisees so that these persons function together for the best growth of the individual instead of each functioning separately

An Adult Counseling Program

RUSSELL DONEY
PUBLIC SCHOOLS
KALAMAZOO, MICHIGAN

An adult counseling feature was added to the evening school offerings in Kalamazoo. The voluntary responses to this non-fee guidance program were phenomenal, increasing from sixty the first term to 150 the third term. The guidance plan was introduced by announcements in the evening school circulars and by newspaper articles, preliminary to the opening nights. Prepared blanks on which requests were made for interviews were distributed on the evenings of enrollment. The applicants were asked to make a statement regarding the purposes of their requests, how they could be located, etc. It has been found in many instances that the reasons given for desiring interviews were not always the real purposes. The individual's problems generally came to light after the counselor had established assurance of his sincerity and his ability to be of assistance. It therefore became apparent that the first step in adult counseling is to gain indirectly the counselee's faith and to give evidence of being professional and capable in the job. Patience and sincerity in the approach to all problems are virtues in successful adult counseling, regardless of whether the first, second, or third developments on the part of the counselees are known to be merely trial balloons and wholly imaginary.

Assistance with personal problems, marital difficulties, educational attainments, information and requirements, social maladjustments, emotional conflicts, and occupational weaknesses, requirements and capabilities were some of the demands made of this adult counseling service, as well as in some cases just satisfying plain everyday inquisitiveness.

*Counseling Suggestions*¹

CARL HORN

WAYNE BERRY

BOARD OF VOCATIONAL EDUCATION
LANSING, MICHIGAN

The following suggestions were prepared for use with Veterans' Counselors. Much of the material is useful, however, in almost all types of counseling situations.

I. BASIC DUTIES AND CAUTIONS OF THE COUNSELOR

1. Counselors should know thoroughly the functional details of all agencies serving the veteran
2. Counselors should become acquainted with local personnel of all such agencies and strive to keep their relationship on a basis of full and mutual understanding
3. Counselors should avoid becoming involved in issues that may threaten to break relationships with cooperating agencies
4. The counselor should not usurp the prerogatives of veterans' organizations
5. It is recommended that the counselor should not serve as representative of any cooperating organization or become involved in their recruiting effort
6. Care should be taken not to influence the veteran in his choice of which organization to give his power of attorney
7. It is not only possible but desirable for the counselor to be made a re-employment committeeman
8. Counselors should furnish leadership to and work with subcommittees of the local Council of Veterans' Affairs
9. Counselors do from time to time send to the Office of Veterans' Affairs copies of reports and other records showing needs and plans so that an over-all picture may be maintained in Lansing
10. When in doubt, counselors should refer questions of policy and procedures to the state Office of Veterans' Affairs for definition and interpretation
11. Counselors should advise the Office of Veterans' Affairs of instances of misunderstanding among local service

¹ "Responsibilities of Counselors Suggested in Terms of Practices, Procedures, Principles, Techniques, and Resources as Applied to Counseling Situations," State Board of Control for Vocational Education, *Bulletin O.C.C.*, 101A, Lansing, Michigan, pp. 1-6, November, 1944.

agencies so that corrections may be made or difficulties worked out

II. THINGS TO CONSIDER IN PREPARING FOR THE INTERVIEW

12. Every veteran who enters a counseling center is a guidance responsibility
13. An attractive, quiet, restful place free from distractions does much to put the veteran at ease
14. Meet the needs of each veteran by individualizing the interview
15. The effective interview arises out of the needs of the veteran
16. The relationship between counselor and counselee is one of mutual exchange
17. The interview is informal and friendly
18. Conferences of one-half hour or more with at least 50 per cent of the veterans are desirable
19. The good counselor always does considerable overtime work
20. Give special attention to veterans new to the community
21. Procedures should vary with the situation
22. Read articles or books on counseling or guidance each month

III. THINGS TO CONSIDER IN CONDUCTING THE INTERVIEWS

23. The veteran should be able to regard the counselor as a friend
24. Establishing rapport with some veterans may require more time than with other adults
25. Counselors should always be pleasant
26. Each veteran should feel that he has something significant to contribute to the counseling center
27. Do not waste time of the counselee by asking him to repeat his statement
28. The counselor listens more than he talks
29. The counselor observes reactions of the veteran
30. The counselor respects the confidence of the veteran
31. The counselor expresses his interest in the veteran
32. Show a regard for the veteran's rights and opinions and his right for freedom of thought and expression
33. Attitudes and feelings of the veteran are taken as a matter of fact and as being true
34. Tolerance is absolutely necessary
35. The conference provides the counselor with new insights into the veteran's problems

36. The counselor tries to project himself into the veteran's situation
37. Don't assume too many responsibilities or take over too much

IV. THINGS TO CONSIDER IN TERMINATING THE INTERVIEW

38. Each contract is completed in such a manner that the veteran feels something has been accomplished to help him solve his problem
39. End the interview when objectives have been accomplished
40. Summarize the plan of action agreed upon
41. The process of helping the individual frequently is a continuous long-time relationship
42. If necessary make a definite appointment for the next meeting

V. THINGS TO CONSIDER IN RECORDING RESULTS

43. Record folders and forms should be convenient for filing communications and recording interviews, and should require a minimum of clerical effort by the counselor
44. It is convenient, and necessary to keep all counseling information for a veteran in one individual folder
45. The counselor should record the basic facts regarding the interview as soon after its close as possible
46. Take notes in the veteran's presence only with his permission
47. Make a practice of adding information to the veteran's cumulative record
48. Record significant observations

VI. THINGS TO CONSIDER IN SUPPLEMENTING THE INTERVIEW

49. Occupational materials should be available in the counselor's office
50. Cooperate with the librarian in securing information and assisting in its use
51. Confer with other counselors or other specialists regarding veterans' problems that are especially difficult

VII. THINGS TO CONSIDER IN FOLLOW-UP

52. Veterans should be followed up regularly by the counselor
53. Don't follow up too quickly
54. Verification of facts stated by the veteran is sometimes desirable

Guidance Practices at Work

55. Assist in or promote follow-up by other referral agencies
56. Additional information and basic records may be obtained from school officials
57. Even in cases where it will not be necessary for the veteran to return, be sure to ask him to let you know how he is coming along, to drop in again, call you at any time, etc.

VIII. THINGS TO REMEMBER WHEN ASSISTING THE VETERAN IN GAINING INSIGHT

58. Learn of the vocational plans of the veteran
59. Make sure each veteran is interested and adjusted in his work
60. All veterans should have work in which they can succeed
61. Make an effort to learn of the home and family background
62. Meet as many of the parents or families of veterans as is possible
63. Visit in a number of homes of veterans occasionally
64. Learn of the educational plans of the veteran
65. Encourage the veteran to discuss problems that are not directly related to veterans' benefits
66. Help the veteran to gain insight into his own problems
67. After the problems has been stated, the counselor and veteran should begin the analysis
68. Counseling should follow the pattern of the veteran's feeling, free from restriction and inhibition
69. Individuals secure satisfaction by being understood in terms of their feelings rather than their ideas
70. The recognition of the veteran's conflicting feelings by the counselor helps to bring clarification of his problems and enables him to find a solution

IX. THINGS TO CONSIDER WHEN ASSISTING THE VETERAN IN ANALYZING THE SITUATION

71. Find out the veteran's likes and dislikes, his strengths and weaknesses
72. The counselor assists the veteran in getting at all the problems
73. What are the different solutions to the problem?
74. Discuss problem situations so that the veteran does not fear them
75. At times the counselor should attempt to change situations rather than attempt to fit the individual into his present situation

X. THINGS TO CONSIDER WHEN ASSISTING THE VETERAN IN SEEING THE KEY FACTORS

76. The counselor assists the veteran in learning about many possibilities
77. Discuss training opportunities with the veteran
78. Even though they do not make placements, counselors should be well acquainted with the occupations related to the local community
79. Counselors also should know about occupations and the vocational training required
80. Observe the health and physical needs of the veteran
81. Note any seriousness of worry and fears in the veteran
82. Watch for emotional clues
83. Attempt to discover special talents of each veteran
84. Attempt to discover the hobby patterns of each veteran

XI. THINGS TO CONSIDER WHEN ASSISTING THE VETERAN IN APPRAISING THESE FACTORS

85. Counselors should assist the veteran in being objective in his analysis
86. Counseling helps the veteran to evaluate his plans
87. Counseling assists the veteran in setting up standards or criteria for evaluating plans
88. Counseling helps the veteran to modify his attitudes
89. Counseling attempts to help a person select an opportunity which requires interests and abilities similar to those which he either has or can acquire

XII. THINGS TO CONSIDER WHEN ASSISTING THE VETERAN IN MAKING ALTERNATE CHOICES

90. Encourage veterans with special interests to do extra work in the field of their interests
91. Suggest activities and alternate choices that will develop self-direction
92. Give the veteran many opportunities to make choices
93. Counseling gives information rather than advice
94. Counseling assists the veteran in exploring all possible suggestions
95. Counseling encourages thinking through each suggestion before passing onto the next
96. The counselee is assisted in developing various solutions and in analyzing their attendant consequences
97. Alternate possibilities discussed are such that the veteran may make a decision

98. Let the veteran take an active part in the interview and in planning his course of action

XIII. THINGS TO CONSIDER WHEN ASSISTING THE VETERAN IN DEVELOPING A PLAN OF ACTION

99. The plan of action that eventuates must be that of the veteran
100. Ask the veteran to offer his own solution. Always commend the good points before suggesting modification
101. Get the veteran to commit himself to a desirable plan of action
102. Suggest a responsibility to the veteran in reference to his problem
103. The counselor offers little advice, makes no prescriptions
104. The discussion is on the level of understanding of the veteran
105. The veteran should become increasingly self-directive

XIV. THINGS TO CONSIDER IN REFERRAL

106. There is a genuine desire on the part of the counselor to find a solution to the problem
107. Resources for aid are made available
108. Other individuals and other sources of aid are utilized
109. If you can not get a veteran to go to anyone, be an intermediary
110. In matters of referral the counselor should (a) personally take the man to the referral agency or (b) arrange for an interview by telephone in the presence of the veteran or (c) write a letter and (d) tell the veteran in detail whom he is to see and where, (e) send a referral blank in each case, (f) follow up after referral
111. Where information may be helpful in making decisions, the counselor should pass it on to referral agencies (unless confidential)
112. Have a complete understanding with cooperating agencies
113. Speed and action are frequently most urgent in making referrals
114. Refer to other persons, veterans whose special interests are related to their special fields
115. The more information the counselor has at his fingertips, the more helpful he can become
116. The counselor can be helpful to his counselees by providing material which can be placed in their hands
117. Frequently look over all the records available about veterans

118. Interest veterans in participating in recreation
119. Encourage veterans to develop socially
120. The preliminary meeting should interest the veteran in securing further help

XV. THINGS TO CONSIDER IN MAKING REFERRALS TO ESTABLISHED AGENCIES HAVING SPECIAL JURISDICTION

121. Whenever possible a referral for service should be made
122. The counselor should prevent duplication of a service or function of any existing agency
123. Referral for testing purposes should be only to very competent persons
124. Do not leave the impression that you are "passing the buck" in referrals
125. Contribute to the official placement services of your community
126. Provisions are made to assist the veteran in using advantageously the complete facilities of the community
127. Do not "sell" rehabilitation cases on any one kind of job or training program before the field agent has interviewed and has had an opportunity to advise the client
128. Immediately refer serious cases of maladjustment to a specialist
129. Determine whether or not the veteran registered with his local Selective Service Board
130. Also determine whether the discharge has been recorded with the county clerk
131. In cases of disability where a claim has not been filed, get the veteran in touch with one of the three service organizations or the Red Cross, whichever he prefers, immediately
132. When in doubt as to rehabilitation service, refer the veteran to the field agent of the State Board of Control for Vocational Education, who will assist in determining to which agency the case belongs

XVI. ADJUSTMENT AREAS INVOLVED IN THE TOTAL ADJUSTMENT OF VETERANS

133. The counselor should determine whether or not the veteran has
 - a. Received his mustering-out pay
 - b. Received his service button
 - c. Has his discharge recorded
 - d. Made an insurance decision
 - e. Prepared a service diary

Guidance Practices at Work

- f. A health condition or limitation which suggests needed attention.

134. The counselor should look for the following vocational needs or desires

- a. Employment on an old job
- b. Employment on a new job
- c. Registration with selective service
- d. Unemployment compensation
- e. A social security number
- f. Interpretation of his military specialties in terms of civilian jobs
- g. Upgrading or training above his main civilian occupation
- h. Development of postwar self-employment plans
- i. Interests and hobbies

135. The counselor should be alert to observe the veteran's degree of security and satisfaction in his

- a. Family relations
- b. Family and dependents' well-being and health
- c. Housing situation

136. The counselor should sense the veteran's

- a. Readiness for an educational plan
- b. Educational requirements

XVII. RESOURCES THAT OFFER ADULT ADJUSTMENT SERVICES

- 137. The counselor should become informed of exactly what governmental services are offered
- 138. The counselor should explore the trade and professional organizations to determine what local adjustment services are available through them
- 139. The counselor should interpret the functioning of the counseling center to fraternal and spiritual organizations to give them an opportunity to provide adjustment services
- 140. The counselor should know personally the heads of each local social and welfare organization to understand the extent of their services and methods of referral

A Service to Adults¹

WILLIAM R. SAVAGE

RICHMOND CONSULTATION SERVICE

RICHMOND, VIRGINIA

The establishment of the Richmond Consultation Service more than five years ago laid the groundwork for Virginia's answer to

¹ Excerpts from SAVAGE, WILLIAM W., "Vocational Guidance for Virginians," *The Commonwealth*, vol. XI, no. 8, August, 1944.

the challenge which this and every other state must face. Started as an experiment, the service has proved that individuals can be assisted to find "the right job" through vocational guidance. Its work has won the approval of business and industrial leaders, agriculturists, educators, government officials, and organized labor. Today it is devoting all its time to counseling individuals with regard to their vocational adjustment and to assisting Virginia's public schools in developing their guidance programs.

The service began operation in May, 1939, as a cooperative agency of the Virginia Department of Education, the Virginia State Employment Service (now incorporated in the United States Employment Service), and the National Youth Administration. Civic organizations, such as the Altrusa Club, joined in support of its establishment. Until May, 1942, the Department of Education and the National Youth Administration provided the funds for salaries and supplies, while the Employment Service furnished office space. Since then, the Department of Education has provided all funds and the Employment Service the office space. The present staff is composed of a directing counselor, two other counselors, a psychologist, and two stenographers.

Counseling

The counseling offered by the service is free and available to all white persons in Virginia who can come to its offices. In the early months of operation, both white and Negro counselees were seen. It was soon found, however, that the wide differences in the problems and backgrounds of the two races would require a larger staff, a wider range of localized vocational information, and more elaborate facilities than could be obtained with existing budgets. In view of this, it was necessary to discontinue facilities for Negroes until a time when the budget would be sufficient to offer adequate service for both races.

Since 1939 approximately 2,500 persons have been counseled.

The purpose of the counseling is to assist each individual to make an analysis of himself and, on the basis of this, to make plans for employment or training. This calls for careful study on the part of the counselor and the complete cooperation of the counselee.

When an individual comes to the Consultation Service seeking assistance in solving a vocational problem, he first has a preliminary

interview with a member of the staff and then fills out several questionnaires regarding his education, work experience, personal attributes, interests, and attitudes. He is then given an appointment for aptitude and other psychological tests. Later he returns for a second interview, during which his counselor makes suggestions to him which are based on staff conferences held prior to the interview. Several follow-up interviews may succeed this second interview as the counselor assists the counselee in carrying out his plans. In some instances, of course, persons coming to the service have problems which do not require as detailed a treatment.

The need for clinical counseling is not limited to any particular group. While nearly two-thirds of the counselees have been under twenty-five years of age, persons ranging in age from forty to sixty years have been counseled successfully. In the past there have been slightly more male than female counselees, but recently there has been an increase in the number of girls and women. About three-fourths have had some work experience, ranging from several weeks to a number of years. Their educational background has varied greatly; some are illiterate, while others hold doctor's degrees. Their financial status has ranged from relief clients to persons of wealth.

The counselees have a wide range of vocational problems. Broadly classified, they fall into three groups. The first includes problems involving a decision as to the choice of a vocation and plans for preparation for such work. The second group includes problems of maladjustment in programs of education and training or in actual work. The third calls for advice on how to seek employment. In many instances, of course, these groupings overlap.

The largest number of individuals come to the service at the suggestion of friends and relatives whom the service has already advised. Other sources of referral have been schools, colleges, personnel managers, social agencies, churches, physicians, probation and parole officers, the United States Employment Service, and the National Youth Administration.

The Consultation Service limits the scope of its counseling activities to advisory services. The objective is to assist the counselee to decide for himself, not to decide for him, what plan of action he will follow. Each individual is encouraged to use the facilities of

the Employment Service, where needed, to find employment in line with the suggestions decided upon at the time of the counseling. Persons in need of psychiatric diagnosis are referred to appropriate agencies.

All counseling is on a confidential basis. It is necessary that the counselee be completely frank with the counselor. In turn, the counselor does not betray the confidence of the counselee.

Common sense and the objective use of recognized tools in counseling are the techniques employed. Not all vocational problems are solved, but thus far more than half of the individuals coming to the service have been helped. As time goes on, more and better techniques will undoubtedly be perfected which will increase the effectiveness of this and other guidance agencies.

Assistance to Schools

In the fall of 1941 the Consultation Service issued a bulletin entitled "Handbook of the Vocational Information Service." It described the vocational information service which, since that time, has been available to all white and Negro public high schools in Virginia.

This service consists of two parts. The first is a bulletin, entitled "Work and Training," which is issued monthly, September through May. It contains articles and bibliographies on job opportunities, training facilities, the choice of a vocation, work habits, guidance techniques, and related subjects. A feature is the arrangement of the material for clipping and filing. The second part of the service is the research service. Any Virginia division superintendent or school faculty member may write to the Consultation Service for information of a vocational nature. In reply to specific questions, reports are prepared and forwarded to these individuals.

Since 1941 the assistance which the Consultation Service has given to public schools has been constantly broadened. Having gained a wide range of experience with guidance tools and techniques, the staff members have been able to pass their knowledge on to representatives of the schools through guidance clinics conducted during the summers of 1943 and 1944. These were sponsored

by the State Department of Education and were held at Richmond Professional Institute and Virginia Union University in Richmond and at Radford College in Radford. Representatives in attendance were principals, teachers, librarians, and directors of instruction. High-school counselors attached to the state teacher-training institutions and some division superintendents also participated. The school representatives were appointed by their local school boards to attend. Half of their expenses was defrayed by the Department of Education and the other half by the local school boards.

Five clinics have been held. Ninety-two white and twenty-nine Negro representatives from eighty-six white and twenty-nine Negro schools attended. In most cases they were from high schools.

The first week of each clinic was devoted to a demonstration of guidance techniques used by the Consultation Service. This included the use of tests, interviewing, records, community agencies, and vocational information. The representatives then spent the second week in making plans for guidance programs in their respective schools, utilizing the information and assistance derived from the demonstration during the first week.

As a result of these clinics, numerous schools have developed more adequate programs for studying their individual students. During the summer of 1944 a small group of principals and teachers from schools with going guidance programs came to Richmond at the invitation of the Department of Education and prepared materials on how guidance may be made a part of the program of any school. These will be published and distributed to Virginia schools by the department.

Learning about Our Graduates

RUTH PENTY

PUBLIC SCHOOLS

BATTLE CREEK, MICHIGAN

In Battle Creek, Michigan, a unique booklet has been printed to give information to the senior class concerning institutions of higher learning.

In it the employment status of a former graduating class is given.

EMPLOYMENT STATUS—CLASS OF 1940

Ten Months after Graduation

According to the survey of the Class of 1940, the 476 members are actively engaged as shown below. All the boys are employed and all except ten girls are employed outside of the home. These ten girls are listed under housework. In some cases, the graduate may be employed in more than one way, in which case the name is classified according to the vocation at which the most time is spent. Example: Married and doing office work, classified as married.

	Per Cent
Enrolled in college.....	17.2
Enrolled in industry.....	17.0
Enrolled in office work.....	12.8
Enrolled in sales work.....	10.7
Enrolled as mechanics.....	7.6
Enrolled in other educational institutions.....	6.8
Enrolled in marriage.....	6.7
Enrolled in housework.....	4.4
Enrolled in other vocations.....	16.8

Four hundred seventy-six graduates are employed as follows:

College.....	82
Industrial.....	81
Office.....	61
Sales.....	51
Mechanics.....	36
Married.....	32
Housework.....	21
Personal service.....	18
Business college.....	11
Nurses training.....	10
Service station operators.....	10
Telephone operators.....	9
Nurse and dental aids.....	7
Apprentices.....	7
Out of city.....	6
Beauty schools.....	4
Other schools.....	4
Postgraduates.....	4
Agriculturalists.....	4
Elevator operators.....	4
Army.....	4
Air corps.....	3
Navy.....	2

Chemists.....	3
Girls' camp.....	1
C.C.C.....	1

Two examples of the information given about colleges and universities are quoted below:

STEPHENS COLLEGE

Location: Columbia, Missouri

Enrollment: 1,720. Junior college for women

Diploma Offered: Associate in Arts

Courses Offered: Literature, Science, and Arts, including Music, Art, Costume Design, Interior Decorating, Dramatics, and Home Economics; Secretarial, Social Service, Pre-Journalism, Pre-Library, Pre-Nursing, and Pre-Medical.

Expenses: \$985, including tuition, board and room in dormitories.

1940 Graduate at Stephens College: Jeanne Godde.

KALAMAZOO COLLEGE

Location: Kalamazoo, Michigan

Enrollment: 375. Coeducational

Degrees Offered: Graduate and undergraduate

Courses Offered: Literature, Science, and the Arts, Secondary Education, Social Service, Journalism, Public Administration, Pre-Engineering, Pre-Law, Pre-Medicine, Pre-Dentistry, Pre-Nursing, and Pre-Ministry. (Preprofessional courses four years in length.)

Expenses: Flat rate, \$675 to students on campus; \$275, off campus students.

Dormitories: For men and women.

1940 Graduates at Kalamazoo College: Margaret Kerr, Beulah Liddicoat

"We are happy to report that the Battle Creek students at Kalamazoo College are well adjusted to campus life and are doing quite satisfactory academic work and in each case contributing to campus leadership.

The students who came to us as freshmen last fall have already taken their places in various activities. Every one is active in some group. All are proving to be the fine citizens Kalamazoo College desires."

EVERETT R. HAMES, DIRECTOR OF ADMISSIONS.

Using the Library

JOHN F. SHOWALTER

TECHNICAL HIGH SCHOOL

OMAHA, NEBRASKA

Our high-school library is one of the most necessary and vital parts of the guidance organization. Among its many volumes is at

least one copy of every recent book and pamphlet containing valuable information about occupations. There are trade journals in fields of particular interest. The library also maintains and keeps up to date a clipping file in which are kept newspaper and magazine articles having value in occupational study and guidance. This material is readily available since the students go to the library for their study periods. There are study tables and open stacks with trained librarians in charge. Besides making guidance information available, this unique library organization makes constructive activities possible for every student, which will widen his interests, develop his hobbies, broaden his vision, and enrich his class work.

In-service Training

F. L. SMITH

LANCASTER PUBLIC SCHOOLS
LANCASTER, NEW YORK

We offered a series of extension courses conducted by professors available from colleges and universities in this state who came to our school and conducted the classes locally. These courses were conducted over a period of four years and were taken by nearly all the teachers both elementary and secondary. They included courses in the psychology of exceptional children, case studies of problem children, advanced educational sociology, educational psychology and guidance. Some of our teachers have done additional extension work, and the instructor in guidance and opportunity classes made in-service education the subject of study for his graduate degree.

A Large Senior Home Room

JOHN F. SHOWALTER
TECHNICAL HIGH SCHOOL
OMAHA, NEBRASKA

During the senior year students are in one large home-room group for the purpose of carrying on senior activities and for guidance along the line of immediate interest. For those who are going to college, attention is given to the proper selection of a college,

college activities, scholarships, and related problems. For those who are not going to college, the problems incident to entering vocational life are imminent. Attention is given to various methods of locating vacancies, to the school, state, and Federal employment offices, to methods of applying (by telephone, letter, personal interview), to the value of learning how to get along with superiors, subordinates, and fellow workers, to the necessity of learning to adapt oneself to a constantly changing vocational world, to developing an intelligent philosophy of work, and to learning how to meet all vocational and life situations effectively. These activities are carried on under the direction of the senior counselors. There is a definite attempt to refrain from placing emphasis upon graduation and to stress promotion to college or to business or industry.

A Course in Mental Hygiene

GUY HOOVER

ALLIANCE PUBLIC SCHOOLS

ALLIANCE, OHIO

Our senior adviser is doing a piece of work that is outstanding. He offers an elective course in mental hygiene, which is taken by about 90 per cent of our 12A's. In the 12B semester about the same percentage of our students take the excellent groundwork offered by sociology. The mental hygiene course covers a wide variety of subjects from the study of a career manual to one's personal fears. It includes a thoroughgoing study of personality and the handicaps and strong points of each senior.

A Community Youth Council

JOHN F. SHOWALTER

TECHNICAL HIGH SCHOOL

OMAHA, NEBRASKA

Omaha has a youth guidance council which has in its membership representatives of all youth-serving organizations in the community. The schools find it easy, therefore, to tap community resources as an aid in helping individual students. This organization promotes a community-wide approach to the problems and needs of pupils.

Sponsoring Senior Group Conferences

OLICE WINTER
LAKE VIEW HIGH SCHOOL
CHICAGO, ILLINOIS

Q A survey of senior interests to assist in the organization of discussion groups.

All senior students were asked to indicate the topics they would like considered in discussion groups. Their preferences were:

	Choices
<i>Art of Conversation</i>	762
<i>Dating</i>	371
<i>Etiquette</i>	364
<i>Getting Along with People</i>	341
<i>Taste in Dress and Make-up</i>	267
<i>Life Values</i>	262
<i>Conduct Problems: What Would You Do If</i> —	212
<i>Marriage and the Family</i>	167
<i>Growing Up Emotionally</i>	162
<i>Leadership Qualities</i>	151
<i>The Home I Would Like to Have</i>	96

Periodic Inventories

JOHN F. SHOWALTER
TECHNICAL HIGH SCHOOL
OMAHA, NEBRASKA

At the close of each twelve-week period a student checks his accomplishments against his chosen purpose or goal. He may decide that he has chosen unwisely. A change of interests or economic conditions or other factors may make a change or shift in his educational program desirable or necessary. This may be accomplished upon consultation with the home-room adviser and counselor. Never is anything that is done in the name of guidance prescriptive. There is made available all the information and help which the student can use; he is encouraged to arrive at a satisfactory solution of his problems, but no coercive methods are used.

Noting Significant Behavior

PAUL F. BOSTON
GREENCASTLE PUBLIC SCHOOLS
GREENCASTLE, INDIANA

Each teacher is supplied with a pad of the following forms and with carbon paper. The form is made out in duplicate, one copy

going to the home-room teacher and the other to the permanent record folder. In any case the home-room teacher is expected to make other persons or teachers aware of any reports or information which will be of service to them in understanding or directing the pupil. The accumulation of these notes represents an important contribution to guidance in our school.

GREENCASTLE HIGH SCHOOL

Recognition of Significant Student Activities

Student's Name _____ Home-room Teacher _____

Date of Report _____ Reporting Teacher _____

Description of Student Activity:

Appraisal and Comment on Activity:

(Teachers may report student activities in relationship to the classroom, programs, awards, officers, extraschool activities, citizenship, demerits, and any other performances or behaviors which may help to interpret, appraise, or direct the student involved.)

A Faculty Coffee Club

VIRGINIA LYNN

TORRINGTON HIGH SCHOOL

TORRINGTON, WYOMING

The guidance program in Torrington High School as an organized program is relatively new. One of the necessary things we had to accomplish before such a program could be worked out with any success at all was to acquaint teachers with guidance and to get them interested in pupil needs.

Our faculty members have had several years of the finest and most pleasant in-service training periods any group of people could hope to have. Four afternoons a week we make a beeline to the home economics room where a huge pot of coffee is percolating. Each person serves himself, washes his own cup, and once each week puts a dime on the platter to take care of the cost of the coffee and cream. Here we discuss the happenings of the day, air our grievances, and make our plans. Everything is informal and very seldom will a teacher, including principal and superintendent, miss "Coffee Club." Out of these get-togethers our guidance

program committee was formed—a volunteer group—and this fall regular home-room teachers' meetings were initiated in order to exchange ideas and share experiences. These home-room teachers' meetings have helped a great deal in making our weekly forty-five-minute home-room programs valuable and worth while.

We do have a planned teachers' meeting once each month, but these meetings are always short and sweet. Our business has already been taken care of at "Coffee Club."

A Plan of Individual Counseling

F. N. JOHNSTON
CLINTON HIGH SCHOOL
CLINTON, IOWA

Individual counseling receives the chief emphasis in the guidance program at Clinton, Iowa. The physical setup of the system is that of the home room, each of which has twenty-five students. The counselor endeavors to hold at least four interviews with each student during the school year.

The first interview is exploratory and centers around the personnel blank which is on file in the home room. The file box contains a folder for each pupil in the room. In order to aid the counselor to obtain a true picture of each pupil, the following is included in each folder:

1. Results of the Metropolitan Achievement tests
2. Otis I.Q. scores
3. Iowa Silent Reading scores
4. Audiometer score sheet
5. Scholastic marks in both junior and senior high school to date
6. A copy of present schedule with room numbers
7. Activities record
8. Health examination results
9. Smallpox and diphtheria innoculations records
10. Tuberculosis test results
11. Personnel blank
12. Aptitude test scores
13. Interest inventory graphs
14. Any other information that might be useful to the counselor

Other interviews deal with the program in school, problems on any subject, and vocational guidance. With each interview the counselor gradually establishes rapport which grows into cooperative problem solving. As the pupil progresses in school, he is continually aided with educational, social, and vocational guidance.

Not all interviewing is done by the home-room counselor. Certain teachers are designated as specific counselors because of their experience or training in various areas of work. The student adviser, assistant principal, and principal are also a part of the counseling plan. The school librarian plays an important role in keeping new and worth-while aids before teachers and students. The home-room counselor may send an advisee to any of these specialists for help.

Personal and Social Problems

RUTH PENTY

BATTLE CREEK SENIOR HIGH SCHOOL
BATTLE CREEK, MICHIGAN

A course in personal and social problems was organized in the Battle Creek Senior High School. The course is an eleventh- and twelfth-grade elective and is planned by the students who elect it. This year the content of the course has been a combination of psychology, sociology, social usage, and economics. The course was organized to help the students satisfy the drives of recognition, response, and security.

Etiquette, nutrition, good grooming, getting along with others, boy-and-girl relationships, family relationships, budgeting, consumer buying, vocational study, and mental health are among the units which are considered by the class. The course is a one-semester course.

Pupils Study Reasons for Failure

FREEPOR T HIGH SCHOOL
FREEPOR T, ILLINOIS

This school recognizes the importance of student failures and seeks to find the cause. Two forms are used.

STUDENT'S REASON FOR LOW SCHOLARSHIP

(This report is to help you: Please answer frankly)

Student _____ Home Room _____

Subject Reported _____ Date _____

Teacher of Subject _____ Period _____ Room _____

Please check reasons you believe to be the causes of your poor work in the class reported above.

1. Enrolled late in class	10. Can't study in this class study period
2. Have been repeatedly absent	11. Class work too hard
3. Have not felt well	12. Not interested in work
4. Member of my family has been seriously ill	13. Failed to hand in work
5. Necessary outside work	14. Bad deportment on my part
6. Too many outside interests	15. Did not pay attention
7. Not enough time in class study period	16. Haven't tried very hard
8. Hard for me to study	17. Don't like where I sit
9. Assignments not clear	18. Don't like classmates
	19. Don't like teacher

Other reasons or explanation:

TEACHER TO COUNSELOR REPORT

(Return to Office)

To be filled out for each student who is failing or near-failing. Check the items you believe apply; double-check for emphasis.

Student _____ Home Room _____

Teacher Report _____ Date _____

Subject Reported _____ Room No. _____

Please check the reasons you think are the causes of poor work in the subject. (Kindly use red pencil and check at left.)

A. As shown in assignments	2. Sought distractions
1. Failed to do required work	3. Very slow at getting to work
2. Did required work poorly	4. Waited to be told what to do
3. Did no homework	C. Ability to concentrate
4. Little homework, poorly done	1. Showed slight ability
5. Failed to hand in work promptly	2. Easily distracted
B. As shown in use of time	D. Interest in work
1. Habitually wasted time	1. Lacking
	2. Intermittent
	3. Difficult to arouse

- E. Providing and caring for equipment
 - 1. Often forget
 - 2. Destructive
 - 3. Often without pencil, etc.
 - 4. Slovenly in using materials
- F. As shown in class attitude
 - 1. Indifferent
 - 2. Antagonistic
 - 3. Sullen
 - 4. Uncooperative
 - 5. Is a "disturbing element"
- G. Specific difficulties
 - 1. Weak in comprehending reading
- 2. Unable to select main thought in paragraph
- 3. Poor in spelling
- 4. Weak on former principle
- 5. Cannot use reference books intelligently
- 6. Inability to follow directions
- 7. Inability to organize materials
- 8. Inaccurate
- 9. Slow
- 10. Illegible penmanship
- 11. Additional difficulties

NOTE: Give examples of all double-checked items and of single-checked items if you care to do so. Use code letter and number (A1, B3, etc.) to number the examples.

Anecdotal Cards

CHARLES E. MCCLARD
 LIBERTY PUBLIC SCHOOLS
 LIBERTY, MISSOURI

The use of anecdotal cards has proved very successful in collecting data and in making teachers guidance-conscious. This card is a simple mimeographed card and is run off in two colors—red and white. The white card is used by teachers to record a wide variety of observations, most of which are complimentary to the pupil. The red card is strictly a discipline card. If a student has a conflict with a teacher, the teacher may send a red card to the office stating the offense and the action taken. The principal then investigates the case and has a conference with the pupil and the teacher. He then makes out a white card on which he states the findings and the action taken. These cards become a part of the pupil's record. When the offense is corrected and the pupil is back in good standing, the teacher may have the red card removed by turning in a white card for the same pupil. The white card is then stapled over the red card and the latter is not recorded against the pupil. This method places the responsibility upon the pupil to see that the offense is corrected and his record is cleared.

Teachers are requested to turn in at least one card a semester for each pupil in their home rooms. These cards are filed in the principal's office. This practice has done much to make the teachers more pupil-conscious and to make pupils conscious of the need for building a good record while in school.

JUNIOR-SENIOR HIGH SCHOOL
LIBERTY, MISSOURI
Anecdotal Card

Pupil _____ Date _____ Teacher _____

Observation _____

Action Taken _____

“Meet Your Principal” Hour

MARY BESS HENRY
MANUAL ARTS HIGH SCHOOL
LOS ANGELES, CALIFORNIA

Our school has introduced a “Meet Your Principal” hour to improve the morale of the school. The principal meets the entire school in groups small enough to permit questions and discussion. He and the vice-principals take an active part in counseling and programming students the first few days of the semester when a committee, composed of principals, counselors, and department heads, programs students new to the school or adjusts difficulties in the program of old students. This “Meet the Principal” Hour is continued throughout the school year.

Student Participation in College Counseling

ELSIE BRENNEMAN
ILLINOIS STATE NORMAL UNIVERSITY
NORMAL, ILLINOIS

Student participation in the counseling program is becoming very effective among the women students. The upper-class women counselors work under the direction of the Women's League, which

is an organization of all women students on the campus. An honor council of twelve women students is selected by a committee consisting of the dean of women, the registrar, the president and president-elect of the Women's League, the head and head-elect of counseling, the president and president-elect of the Honor Council, and the secretary-treasurer and secretary-treasurer-elect of the Honor Council. The members of this council, together with about twelve or fifteen additional upper-class women students who are interested in the counseling program, constitute the counseling corps.

All freshman women are assigned to student counselors, each of whom has about fourteen counselees. Meetings of the counseling corps are held regularly once each month. At such meetings the chairman presents constructive suggestions for members of the corps to use in working with their groups. At one meeting "Newspaper Reading" was discussed. At other meetings such topics as traditions and history of the college, personality implications, proper dress, etiquette hints, budgeting of time, and study habits are considered. In addition to material that is prepared for the meetings, counselors are asked to discuss freely their work as it pertains to counseling either with their groups or with individuals. Experiences are exchanged and questions asked. Faculty members are often invited to sit in on these meetings. Their presence does not seem in any way to restrain the activities of the group.

Individual counseling is planned on a very informal basis. An upper-class counselor may make it a point to meet one of her counselees as she comes from a classroom. In casual conversation she may suggest going to the Co-op for a "coke." Many similar meetings may become very valuable counseling sessions. Group meetings of a counselor with her counselees often take the form of "bull sessions" following an informal social get-together.

Pupils Choose Advisers

JOHN SWINNEY

PAXTON COMMUNITY HIGH SCHOOL
PAXTON, ILLINOIS

Paxton, Illinois, tried out two plans of guidance. At the beginning of each year the programs functioned fairly well, but before

long they became a bore to the pupils and to the teachers. Those teachers who were especially interested managed to do a fair job for most of the year, but even the most interested ones could not keep up the interest of many in any one group.

A change was made predicated on the thought that guidance is and should be largely an individual matter. Now the pupils are allowed to select their adviser in so far as it is possible. A student makes his choice and approaches the teacher to register. If that teacher's group is less than twenty-five, he can have his choice. If it is more than twenty-five, he must then make a second choice. If his second choice is filled, he must make a third choice, and so on. After the groupings are completed, each teacher will have a meeting of his group and explain the plan to its members.

A Social Welfare Program

KATHARIN DENBLEYKER
KALAMAZOO PUBLIC SCHOOLS
KALAMAZOO, MICHIGAN

Although all community agencies are used in this social welfare program, particular attention is given the school nurse, the attendance worker, and the visiting teacher.

The school nurse, the attendance worker, and the visiting teacher have the most clearly defined functions in a social welfare program. The nurse spends as much time as possible in educational work with parents, teachers, and children. Home calls are made in regard to health matters such as diets, proper amounts of rest, the importance of immunization, the importance of consulting the family physician about physical defects that were discovered by the school doctors at the time of the school clinics. When requests for clothing and noonday lunches or for the correction of eyes, ears, or tonsils come in from parents, the nurse clears through other community agencies to see whether the family is having all the assistance needed and what additional help should be given.

The attendance worker deals largely with the symptomatology of poor attendance. His work consists chiefly of correcting abuses affecting children in the home and school. He proceeds on a case-work basis to locate the causative factors in the child's maladjustment and to secure the cooperation of the parents, the child, the school, and other agencies in making mental, physical, and social adjustment possible for the child. In addition, he has the legal responsibility in regard to school attendance.

The visiting teacher is a trained social case worker. She has cases referred from the school, the home, and the community, dealing with all problems of child welfare as they pertain to child development and adjustment. In the study of 2,430 cases known to the visiting teachers, the following causes for referral were found:

Unsatisfactory school work.....	228
Atypical behavior.....	213
Unsatisfactory home conditions.....	229
Irregular attendance.....	174
Special health problems.....	199
Social conflicts.....	144
Material.....	1,243

Both the attendance worker and the visiting teacher utilize all possible community agencies in working with the problems of children. They act as liaison workers between the school and the community and represent the school in the social welfare planning of the community.

A Six-year Course in Human Engineering

J. J. STRAIGHT

COUNTY SUPERINTENDENT OF SCHOOLS
FAIRMONT, WEST VIRGINIA

As the result of implications for the curriculum revealed by the guidance program, a course has been developed for use in all the schools of an entire county and is called a "Six-year Plan in Human Engineering." Presented here are the general objectives of the course for each of the six years.

GRADE 7

The Boys and Girls Survey Their Present Responsibilities

Personal Guidance: Importance of ideals, attitudes, and habits

Civic Guidance: Elements of good school citizenship

Ethical and Moral Guidance: Elements of good and bad conduct

Educational Guidance: Our school traditions, activities, and organizations

Vocational Guidance: Vocational possibilities of our community

GRADE 8

The Boys and Girls Examine Their Present Status with Eyes to the Future

Personal Guidance: Boy and Girl, and family relations

Civic Guidance: The school and our community

Ethical and Moral Guidance: Ethical and moral guideposts

Educational Guidance: Requisites for success in educating oneself

Vocational Guidance: Self-analysis and study.

GRADE 9

Youth Reexamines Its Present and Starts to Plan Its Future

Personal Guidance: Personal attractiveness

Civic Guidance: Our school in relation to our county and state

Ethical and Moral Guidance: Ethical and moral self-analysis of my own thinking and doing

Educational Guidance: Learning habits

Vocational Guidance: Classification of vocations (family groupings)

GRADE 10

Youth Directs Its Present toward the Future

Personal Guidance: Leisure-time pursuits

Civic Guidance: Leadership and fellowship

Ethical and Moral Guidance: Our responsibility for setting standards of conduct

Educational Guidance: Our responsibility for setting standards of conduct

Educational Guidance: Value of curricular and co-curricular activities

Vocational Guidance: Characteristics of leaders in various vocations

GRADE 11

The Young Men and Women Start to Build Their Plans for Adulthood

Personal Guidance: Elements of personal and self-analysis

Civic Guidance: The duties of adult citizenship

Ethical and Moral Guidance: Problems of improvement (self and group)

Educational Guidance: Post-high-school education

Vocational Guidance: Study of vocational and occupational information

GRADE 12

The Young Men and Women Approach the Problems of Adulthood

Personal Guidance: Self-analysis and diagnosis

Civic Guidance: My obligations to home, school, and community

Ethical and Moral Guidance: The place of adults in ethical and moral leadership

Educational Guidance: My plans for further education and training

Vocational Guidance: My vocation and why I have selected it

Conclusions

This chapter has suggested paths that guidance efforts may follow. In each case a specific idea has been developed into a

working procedure. It would be difficult for one school to carry on all the activities suggested, but those desired could be built into the school program over a period of years.

It is evident that the school staff needs to be concerned with the over-all guidance program. Unless this type of planning is carried on, a large number of unrelated and uncoordinated activities are apt to result. It is necessary, therefore, for the entire staff to initiate two different types of approach: to plan the objectives and activities of the over-all guidance program and to begin one or more specific practices to get the program started.

Chapter 9 TECHNIQUES

AND TOOLS

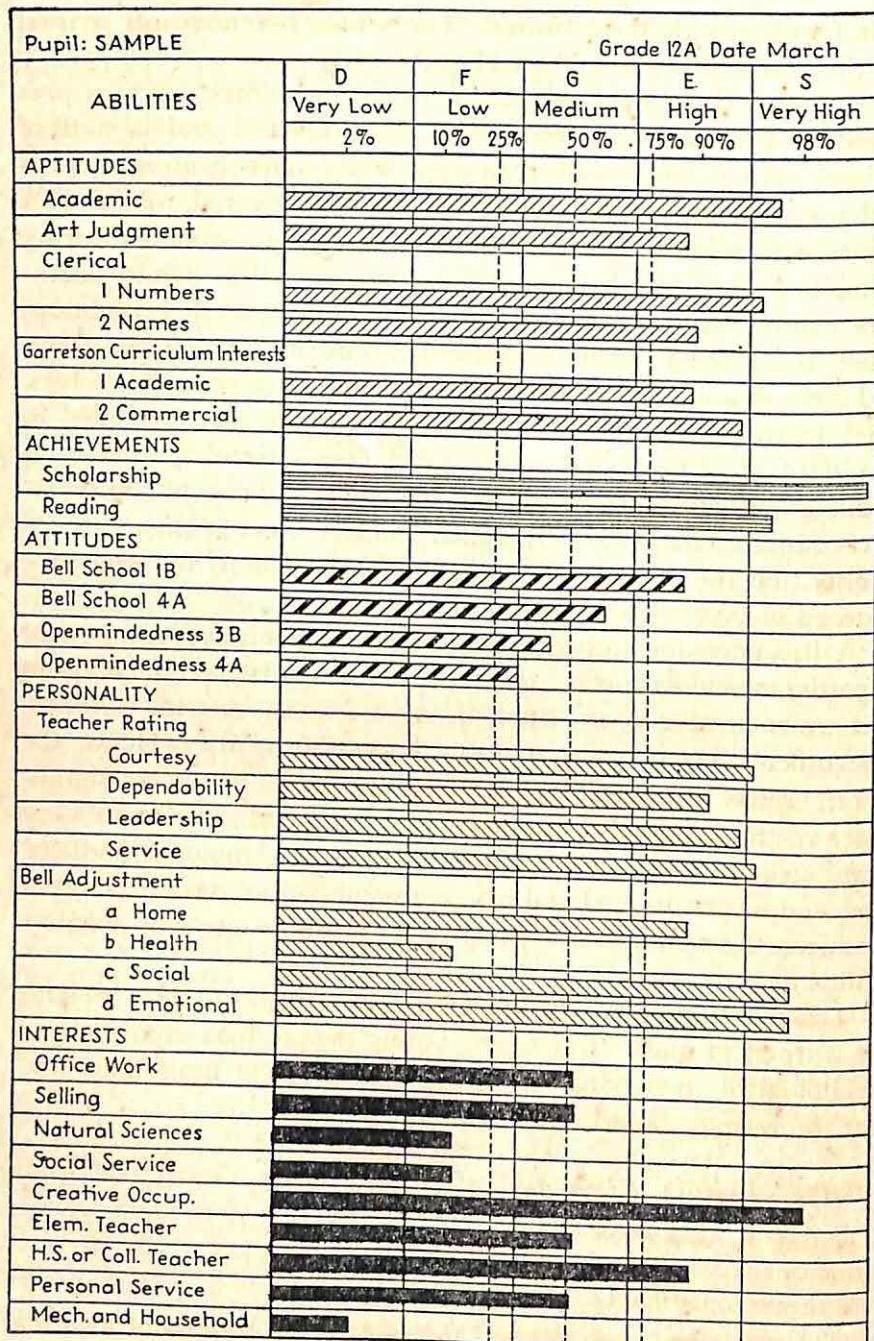
THE effectiveness of guidance has been greatly enhanced by the continuous use of instruments which augment the counselor's ability. These tools make it possible for an increasingly scientific method to be applied to the personnel relationship.

It is impossible to present an adequate sampling of the forms, records, autobiographical techniques, tests, inventories, interview instruments, and other types of tools. Many thousands of these instruments have been developed. This chapter will present, however, some of those tools which are in successful use and which have not yet received much publicity. In each case schools should be cautioned to *adapt* these tools and not to use them just because they have been used elsewhere. They are simply tools and should be used to serve larger purposes.

Seniors Learn about Themselves

PHYLLIS KREIS
LAKE VIEW HIGH SCHOOL
CHICAGO, ILLINOIS

The program of student evaluation at Lake View High School is distributed over four years. Hence by the time a pupil has reached the eighth semester, there has been accumulated in his individual inventory folder a battery of psychological tests, questionnaires, and other data, all of which reveal a great deal that is significant about him. Since one of the aims of the objective testing program is self-evaluation, there should be some means of making boys and



girls familiar with their ratings. The senior psychograph is used for this purpose at Lake View High School.

An individual psychograph for each graduating senior is prepared in the guidance department by a teacher and a staff of student helpers whose task is making these charts from guidance-folder data. The finished psychographs are referred to the 12A home-room teachers who interpret them to their students during counseling periods. Students and parents as well as faculty members exhibit keen interest in this method of student evaluation, which has proved extremely helpful. From the psychograph boys and girls obtain interesting and challenging pictures of themselves. They learn to compare their achievements with their aptitudes, to consider further study and vocational choices in terms of abilities, to plan compensations for handicaps, and generally to evaluate themselves objectively. Interested students make copies of their psychographs (for themselves). The originals are filed in the guidance folders (after the interpretation interview).

A psychograph illustrates graphically the relative significance of psychological data. On the graph illustrated below, the abilities and traits measured are listed in the left-hand vertical columns. The other vertical columns indicate possible ratings. Hence the length of the horizontal bar opposite an ability shows the significance of the rating. For example, long bars ending in the "Very High" column indicate high scores or highly significant findings. Bars ending in the "Medium" column indicate average abilities or normal significance, and short bars mean low scores or negative significance.

Teacher-counselors who interpret psychographs to their students are warned to make clear to the young people that even the best psychological measuring instruments have their limitations and that the ratings should not be considered final.

Finding Students' Problems

CLIFFORD E. ERICKSON
MICHIGAN STATE COLLEGE
EAST LANSING, MICHIGAN

This form has been devised to assist in the process of locating the problems and needs of pupils. It locates the type of problem

confronting the pupil, the intensity or importance of that problem, and the sources of assistance already available to the pupil.

MICHIGAN STATE COLLEGE COUNSELING LABORATORY

Student Problems

FORM 2

The purpose of this study is to find those problems which bother high-school students. Since you do not sign your name, please answer every question frankly. In addition to telling how you feel about each of these items, you are asked to tell how you think your parents, teachers, and friends feel about them. Use the following numbers to indicate the extent of concern with each item. Be sure to fill in every blank.

1. *Very much of a problem*, very eager to obtain information and help with it
2. *Somewhat of a problem*, would like to obtain information and help with it
3. *No problem at all*, not interested in obtaining information or help with it

() 1. Do you want further information and help in selecting and getting into the right branch of the armed services?

() a. How interested are your parents in having you obtain help with this problem?

() b. How interested are your teachers in having you obtain help with this problem?

() c. How interested are your friends (your gang or group) in this problem?

If this is a problem with you, to whom would you go for help? _____

() 2. Do you want additional information regarding civilian war-work opportunities and further help in selecting and getting into the right kind of war work?

() a. How interested are your parents in having you obtain help with this problem?

() b. How interested are your teachers in having you obtain help with this problem?

() c. How interested are your friends (your gang or group) in this problem?

If this is a problem with you, to whom would you go for help? _____

() 3. Do you want additional information and help in selecting, preparing for, and securing your lifelong work?

() a. How interested are your parents in having you obtain help with this problem?

() b. How interested are your teachers in having you obtain help with this problem?
() c. How interested are your friends (your gang or group) in this problem?

If this is a problem with you, to whom would you go for help? _____

() 4. Do you want additional information and help in selecting the best courses for you to take next semester and during the rest of your high-school program?
() a. How interested are your parents in having you obtain help with this problem?
() b. How interested are your teachers in having you obtain help with this problem?
() c. How interested are your friends (your gang or group) in this problem?

If this is a problem with you, to whom would you go for help? _____

() 5. Do you want additional information and help in selecting those extracurricular activities which are best for you?
() a. How interested are your parents in having you obtain help with this problem?
() b. How interested are your teachers in having you obtain help with this problem?
() c. How interested are your friends (your gang or group) in this problem?

If this is a problem with you, to whom would you go for help? _____

() 6. Do you want additional information and help in those subjects with which you are having the greatest difficulty?
() a. How interested are your parents in having you obtain help with this problem?
() b. How interested are your teachers in having you obtain help with this problem?
() c. How interested are your friends (your gang or group) in this problem?

If this is a problem with you, to whom would you go for help? _____

() 7. Do you want additional information and help in learning to become a more efficient reader?
() a. How interested are your parents in having you obtain help with this problem?
() b. How interested are your teachers in having you obtain help with this problem?
() c. How interested are your friends (your gang or group) in this problem?

If this is a problem with you, to whom would you go for help? _____

() 8. Do you want further information and help in deciding whether or not you should plan to go to college and in selecting a college and a field of study?

- () a. How interested are your parents in having you obtain help in this problem?
- () b. How interested are your teachers in having you obtain help with this problem?
- () c. How interested are your friends (your gang or group) in this problem?

If this is a problem with you, to whom would you go for help? _____

() 9. Do you want additional information and help with your personal problems?

- () a. How interested are your parents in having you obtain help with this problem?
- () b. How interested are your teachers in having you obtain help with this problem?
- () c. How interested are your friends (your gang or group) in this problem?

If this is a problem with you, to whom would you go for help? _____

() 10. Do you want further information and help in finding out how you can develop better health?

- () a. How interested are your parents in having you obtain help with this problem?
- () b. How interested are your teachers in having you obtain help with this problem?
- () c. How interested are your friends (your gang or group) in this problem?

If this is a problem with you, to whom would you go for help? _____

() 11. Do you want further information and help in learning more about yourself (intelligence, interests, abilities, aptitudes, personality, present level of achievement)?

In which of these are you most interested? _____

- () a. How interested are your parents in having you obtain help with this problem?
- () b. How interested are your teachers in having you obtain help with this problem?
- () c. How interested are your friends (your gang or group) in this problem?

If this is a problem with you, to whom would you go for help? _____

() 12. Do you want additional information and help in learning how to get along with your teachers more effectively?

- () a. How interested are your parents in having you obtain help with this problem?
- () b. How interested are your teachers in having you obtain help with this problem?
- () c. How interested are your friends (your gang or group) in this problem?

If this is a problem with you, to whom would you go for help? _____

() 13. Do you want additional information and help in learning how to get along better with your friends and to build new friendships?

() a. How interested are your parents in having you obtain help with this problem?

() b. How interested are your teachers in having you obtain help with this problem?

() c. How interested are your friends (your gang or group) in this problem?

If this is a problem with you, to whom would you go for help? _____

() 14. Do you want additional information and help in learning how to get along better with your parents?

() a. How interested are your parents in having you obtain help with this problem?

() b. How interested are your teachers in having you obtain help with this problem?

() c. How interested are your friends (your gang or group) in this problem?

If this is a problem with you, to whom would you go for help? _____

() 15. Do you want additional information and help in building a better program of hobbies and recreational interests?

() a. How interested are your parents in having you obtain help with this problem?

() b. How interested are your teachers in having you obtain help with this problem?

() c. How interested are your friends (your gang or group) in this problem?

If this is a problem with you, to whom would you go for help? _____

() 16. Do you want additional information and help with problems of dating, social activities with boys and girls, marriage, and other such problems?

() a. How interested are your parents in having you obtain help with this problem?

() b. How interested are your teachers in having you obtain help with this problem?

() c. How interested are your friends (your gang or group) in this problem?

If this is a problem with you, to whom would you go for help? _____

ADDITIONAL INFORMATION

How old are you? _____ years.

In what school year? () Freshman () Sophomore () Junior
() Senior

Are you a () boy () girl?

Development of a Cumulative Record System

NELSON J. BUDDE

WASHINGTON SCHOOL

KALAMAZOO, MICHIGAN

After carefully studying the needs of the Kalamazoo public school system to obtain adequate information regarding its students, a cumulative records committee appointed by the superintendent arrived at the following conclusions:

1. School records have an immediate value and a permanent value in aiding students in school and after leaving school
2. The keeping of school records should be, in the main, for the purpose of assisting students. Only such records as are found of value in accomplishing these ends should be accumulated and filed permanently
3. Certain school records should be used discriminately and treated as professional information

To determine what records are of value in life situations, agencies functioning in life such as business, industry, law-enforcing and interpreting agencies, educational institutions, national departments, state institutions, religious agencies, health agencies, and many others were asked to assist in determining what school records would be of value to former students in life. In order to secure their assistance, a letter was addressed to the heads of these different organizations asking their cooperation. A letter was suggested in place of a questionnaire as it was felt that a questionnaire would suggest responses.

The responses showed more than a casual interest in permanent cumulative school records by officials in industries, businesses, and institutions. The eighty items suggested became part of an appraisal guide, which was submitted to forty-seven appraisers.

When the cumulative committee met to determine which items would be included in the system, careful consideration was given to the responses and appraisals. Teachers and administrators throughout the system were accorded an opportunity to express themselves in writing. They made many helpful suggestions.

Two individual cumulative record forms were prepared along

with an individual letter-size folder which carries a statement of the system's use printed on the front. One card is to cumulate information regarding the child from the time he enters the kindergarten until he leaves the junior high school. The other card is to cumulate information on the senior-high-school level for each student. The salient features of the plan are listed below.

1. The individual cumulative elementary-junior-high-school card was prepared to replace three forms formerly in use. This form simplified the scholastic marking system for the elementary departments. It also added information regarding home and family data, test records, personality ratings, aptitudes and interests, and anecdotes. The committee felt that the elimination of three cards in the former system justified the request for the additional valuable information on this cumulative form. It is recognized that teachers are busy people.
2. The individual cumulative senior-high-school form was prepared by the advisers at the senior high school and continues the program begun at the elementary-junior-high-school level.
3. The individual cumulative elementary-junior-high-school card, the cumulative senior-high-school card, and the first page of all achievement tests (which carries the scores) are necessary enclosures in an individual letter-size folder, carrying a printed statement regarding the cumulative record system with the procedure and suggestions for making it of value. The folder and its necessary enclosures accompany the student through the local public-school experience.
4. The system is flexible. It allows for additional material to be filed in or removed from each folder at teacher discretion.
5. Since cumulative records are a basic part of an adequate guidance program and since teachers are primarily responsible for rendering this service in the schools, these cumulative records are in the hands of the home-room teachers. The cumulative records system is placed with

the principals for administration within their respective buildings.

6. Cumulative record forms are printed on $8\frac{1}{2}$ - by 11-inch heavy white cardboard that will stand much use. The corners of this card are rounded to eliminate wear at these points.
7. When students enroll in the senior high school, all records are sent directly from the junior high schools to the senior high school building and distributed to the students' home-room teachers. These records are permanently filed there when the student moves from the city, leaves school, or graduates. Agencies asking for data and information regarding senior high school students request it from the senior high school office.
8. All the records of all students leaving the Kalamazoo public school system below the senior high school are filed with the Child Accounting Department in the Administration Building.

The cumulative records committee continues to function as a committee on revision since the plan now in operation is appraised continually by those concerned.

To Inquirers about Tests¹

FRED M. FOWLER

OCCUPATIONAL INFORMATION AND GUIDANCE SERVICE

U. S. OFFICE OF EDUCATION

WASHINGTON 25, D. C.

This article presents sound information to users of tests.

TO INQUIRERS ABOUT TESTS¹

The increasing number of letters to the Occupational Information and Guidance Service, U. S. Office of Education, asking about tests reflects a widespread and growing interest in this subject. Counselors and teachers, industrial personnel workers, and others are asking for some kind of help.

Within each of these groups the questions asked are much alike.

¹ FOWLER, FRED M., "To Inquirers about Tests," Reprint from *Education for Victory*, United States Office of Education, vol. 3, no. 11, Dec. 4, 1944.

The counselors and teachers usually want advice in the selection of tests for guidance purposes. Personnel workers in private employment commonly ask for help in choosing tests for selection or classification of employees. Inquirers with personal problems either hope to get "guidance" by mail or direction to counseling services where they may take tests.

Many of the requests reflect a good understanding of tests and testing, but often they are from persons with little of this background. The responses to the letters, however, can be summarized, and the following summary may be useful to potential future inquirers.

To Users of Tests in School Guidance Programs

The only justifiable reason for using tests in the guidance program is to serve the individual inventory for counseling. If this fact is accepted and not forgotten, many common mistakes will be avoided. Certain guiding rules derive from it.

1. Any item of the individual inventory, whether it be a test score, a teacher's mark, a fact about the pupil's health, can be interpreted in the counseling situation only in the light of all the other inventory data having some bearing on the problem at hand. This is to say, a chief value of test scores is the check which they provide upon the meaning of other accumulated facts. In turn, the importance to be accorded test scores in any given case must be weighed in the light of other data from the individual inventory. Dependence must be placed upon tests to supply facts when they have not been accumulated through other means.

2. Test scores, like other items in the inventory, must be interpreted cautiously until norms are scientifically established for the local situation and for the particular kind of problem which the pupil presents.

3. The meaning of a test score may not be the same from one pupil to another because of the differences in other pertinent inventory data. The meaning may change even for the same pupil from one problem to another or from one time to another.

4. Real counseling will encourage decisions or judgments only on the basis of as full an inventory of pertinent facts as possible. Thus several measures are usually better than just one or two. Likewise, the same dependence will not be placed upon so-called "interest" or "personality" tests as upon achievement and aptitude tests.

5. It is recognized that certain tests are regularly used in the school by the administrator in pupil classification and curriculum planning. They are used by teachers in individualizing teaching methods. The data from these same tests are of even greater use for counseling and should always be recorded in the cumulative record. Tests used by the administrator for these purposes may supplement the tests used only by the counselor. This fact should not be overlooked in their choosing.

6. Tests are best used as aids to *counseling*, rather than as standards for arbitrary selection (or rejection) for training and job opportunities.

7. Familiarity with a test, gained through its use, is important. In deciding to use a new test to measure the same traits, loss of this familiarity should be weighed carefully against possible gain in reliability, validity, usability, and economy. Certain reference sources are generally accepted as standard guides for test selection. Some of these are:

BINGHAM, WALTER V.: *Aptitudes and Aptitude Testing*, Harper & Brothers, New York, 1937.

BURROS, OSCAR K.: *The 1940 Mental Measurements Yearbook*. Highland Park, N. J., Mental Measurements Yearbook, 1941.

DARLEY, JOHN G.: *Testing and Counseling in the High School Guidance Program*, Science Research Associates, Chicago, 1943.

PATTERSON, D. G., G. G. SCHNEIDER, and E. G. WILLIAMSON: *Student Guidance Techniques*, McGraw-Hill Book Company, New York, 1938.

RUCH, GILES M., and DAVID SEGEL: *Minimum Essentials of the Individual Inventory in Guidance*, U. S. Office of Education, V. D., Bulletin 202, Washington, D. C., 1940.

A common problem in starting a testing program is lack of desired technical competence in the school staff. This need not stop development of a testing program if someone is available who is sufficiently familiar with testing practices to avoid misusing tests. The experience of using tests is one effective means of acquiring ability to use them properly. They can be used experimentally at first with little weight given in the individual inventory. Extension- and summer-school classes and in-service training courses can supplement experience.

To Users of Tests in Private Employment

Is it the policy of personnel management to find the right man for the job or the right job for the man? This question is basic in a counseling situation in a school guidance program. It is even more relevant for personnel management in private employment. Without going into fine shades of philosophy the idea can be defended that the right man can be found for the job with better long-time results by setting out to find the right job for the man.

The seven guiding rules stated in the preceding section apply with equal force to the use of tests by the personnel manager. The language needs changing to apply to the employment situation. The increased age and experience of the persons tested serve to strengthen the other individual inventory data, but essentially the same principles guide the selection and use of tests in both school and employment.

However, certain points need emphasis. The extent to which tests may be used, as well as the standards which shall be set for interpreting their results, will be greatly influenced by the labor market. When

workers are scarce, tests may be little used and if used, standards of worker qualifications may be low.

It is particularly important that the validity of each part of any test shall be determined in the situation where it is to be used. The best procedure is to develop tests based upon a job analysis in the local setting. Or, where tests developed elsewhere are used, careful validation should precede interpretation. The title alone of a copyrighted test is not a safe guide for test selection. A copyrighted "clerical aptitude test" would probably not mean the same for machine calculators as for stenographers.

The reference sources previously cited are also of use to personnel managers. Other books often referred to are:

BURTT, H. E.: *Principles of Employment Psychology*, Revised. Harper & Brothers, New York, 1942.

DRAKE, CHARLES A.: *Personnel Selection by Standard Job Tests*, McGraw-Hill Book Company, New York, 1942.

To Those with Personal Problems

Tests are only one means used in good counseling. An unskilled person by himself can seldom take a standardized test with good results. He cannot use the scores of a test at all except in connection with dependable counseling.

Dependable counseling cannot be given by mail. A person can usually find out if dependable counseling service is available in any community. Good places to ask are at state and local offices of boards of education, local high schools, psychology departments in colleges and universities. Counseling services operated by other agencies will usually be known at the above-named sources.

A Complete Testing Program

AGNES HAMSTER

KALAMAZOO PUBLIC SCHOOLS

KALAMAZOO, MICHIGAN

The field of educational and psychological measurements in the Kalamazoo public school is centered in the department of research and guidance. The testing program is formulated by a committee consisting of representatives from various departments and groups within the school system, who consult with the director of research and guidance and make recommendations for the department which they represent and for the school system as a whole. In light of this committee's suggestions, a definite program is adopted and carried out by the research and guidance depart-

ment. A few variations occur in the testing program from year to year; however, the program presented may be considered typical for the Kalamazoo public schools.

Group intelligence tests are administered to the pupils in the 3B grade at the beginning of each semester, to the 4B and 4A grade at the end of the second semester, and to the 6A and 9A grades at the end of each semester. In reporting the results of these testings, the terms test age (T.A.) and classification quotient (C.Q.) are used rather than mental age (M.A.) and intelligence quotient (I.Q.), since it is the opinion that intelligence quotients should be secured under conditions that can be controlled to a greater degree than is possible in group testing. A classification quotient, therefore, is a result obtained by a group test when such variables as inability to read the materials, lack of effort, emotional instability, improper attitude, fatigue, and other such factors enter the testing situation. The classification quotient, or C.Q., is considered in light of its limitations and is verified by past records. The terms M.A. and I.Q. are used when individual intelligence test results are obtained.

The Detroit Primary Intelligence Test is administered in the 3B grade. The purpose of this testing is to secure certain information to be used for later elementary classification and guidance. In reporting the results of this testing the pupil's name, chronological age, test age, classification quotient, and ages secured on the various parts of the test (namely; memory, reasoning, number information, and reading aptitude) are given. For example:

Name: John Smith	Memory age:	10-6
C.A.: 8-2	Reasoning age:	11-3
T.A.: 9-2	Number information age:	8-10
C.Q.: 112	Reading aptitude age:	9-1

Pupils in the 4B and 4A grades are given the National Intelligence Test, the results of which are combined with educational test results secured by an educational testing program administered at the same time by the teachers of these grades. These records are used for later elementary classification and guidance, and are reported to the buildings on the opening of the following school semester in September. The reports of this testing give the student's

name, chronological age, test age, classification quotient, educational quotient, accomplishment ratio as revealed by comparing the classification and educational quotients, the grade equivalents for the various subjects measured, and the general educational grade level. For example:

Name: John Smith	Reading:	5-5
C.A.: 9-9	Arithmetic:	4-4
T.A.: 10-8	English:	5-6
C.Q.: 109	Spelling:	4-2
E.Q.: 106	Educational grade level:	4-9
Ratio: .97		

In the 6A grade the Terman Group Test of Mental Ability is administered to secure classification and guidance information for the junior high school department. The results of this testing are averaged with the teacher's estimate of the pupil's accomplishment to secure a combined academic aptitude rating. These records are also reported in comparison with the educational testing program administered by the teachers of these groups at the same time. The results are sent to the buildings by January 1 and June 1 of each year. The reports give the student's name, chronological age, test age, classification quotient, the teacher's estimate of the pupil's accomplishment, grouping according to the average of the classification quotient and teacher's estimate, ratio between the classification and educational quotients, grade levels for the subjects measured, and the general educational grade level. For example:

Name:	John Smith	Accomplishment ratio:	6-8
C.A.:	12-1	Reading:	6-7
T.A.:	13-10	Arithmetic:	6-8
C.Q.:	114	English:	6-9
Teacher estimate:	B	Spelling:	7-1
Group:	X	Educational grade level:	6-8
E.Q.:	102		

Students in the 9A grade are given the Terman Group Test of Mental Ability, the results of which are used for senior high school classification and guidance purposes. These reports are sent to the different junior high schools and to the senior high school in advance of student program arrangements. The student's name,

chronological age, test age, and classification quotient are given in these reports. For example:

Name: John Smith
C.A.: 14-5
T.A.: 16-0
C.Q.: 110

In addition to the scheduled group intelligence testing for specific half grades, students who are new in the school system and pupils who were absent from previous scheduled testings are given group intelligence tests at the request of the principals of the various buildings.

All group intelligence tests are administered and scored by the department of research and guidance. Reports of test results are typewritten, and copies are sent to the principals of the schools and to directors and supervisors of the grades tested, and kept on file in the office of the research and guidance department. Reports for pupils who are leaving a department or building for an advanced grade are sent to both the department and building that they are entering.

The Stanford Revision of the Binet Test is administered to children entering the kindergarten by kindergarten teachers who have the necessary qualifications for administering these tests. These results along with other information regarding the child, such as the parent's name, home address, physical defects readily noticed, and other general remarks, are placed on individual record cards, which, together with the test blanks, are sent to the research and guidance department where they are kept on file. Typewritten reports on these testings are sent to the principals of the buildings and to the department supervisor and are kept on file in the office of the research and guidance department.

Students for whom individual diagnoses are requested are referred to the research and guidance department. Requests for these investigations originate by having the buildings file an application with the department of research and guidance. The application blank calls for such information as the child's name, date of birth, school history, school record, health, physical defects, reason for desiring examination, and other information which is

considered necessary. These applications must be signed by the teacher of the student for whom the request is made, the principal of the school, and the school medical inspector. The findings and recommendations as to school adjustment, transfer to other departments, and additional investigation are reported to the principal of the school. Copies of the reports are also sent to the individuals concerned in carrying out the recommendations.

Aptitude tests available in the secondary education departments are as follows: stenographic aptitude tests for students desiring to enroll in stenographic courses, mechanical aptitude tests for students electing shop courses for the first time, and Latin and algebra aptitude tests for 9B students electing these subjects. The department of research and guidance administers and scores these aptitude tests, after which reports are sent to the principals of the buildings and the director of the department. The following example reveals how the stenographic aptitude test results are reported:

Name: Mary Jones
 Grade: 10A
 C.Q.: 112
 English marks: B, B, C
 Audiometer scores:
 Right ear: 103
 Left ear: 100

Scores Secured by Student on the Hoke Prognostic Test of Stenographic Ability		Average Scores for Test
Motor reaction:.....	55	53
Speed of writing:.....	56	57
Quality of writing:.....	55	55
Speed of reading:.....	42	43
Memory:.....	34	48
Spelling:.....	98	67
Symbols:.....	62	58
Total:.....	402	381

Educational and aptitude tests designed for various school grades will be supplied teachers upon request with the approval of the department heads. Tests for adult classes and adult counseling are available, as well as tests for summer school use. These tests are furnished upon request of the teachers with the approval

of the director. Teachers throughout the school system are encouraged to request aptitude and educational tests in order to obtain objective information regarding their pupils.

A Records and Testing Program

J. B. MUNSON

LANSING PUBLIC SCHOOLS

LANSING, MICHIGAN

The Michigan Cumulative Record Folder CA-39 was started in Kindergarten A in January, 1944. These pupils will be in 1A this fall, and therefore there should be a cumulative record for each boy and girl from kindergarten through 1A. Pupils who are new to the first grade should have the cumulative record cards filled out for them upon entry. This year we are also to begin cumulative record cards in the 4B and 4A grades, so that next year the entire fifth grade will have them.

The CA-39 replaced our Lansing Cumulative Guidance Record of Pupil in the sixth grade in March, 1943. This year the 7B, 7A, and 8B grades alone will have the CA-39 with the exception that when new pupils are registered in the upper grades a CA-39 is made out for them.

To summarize: The Lansing cumulative record form (the old form) is continued in grades 8A, 9B, 10B, 10A, 11B, 11A, 12B, and 12A. The following grades already have form CA-39: Kdgn.A, 1B, 1A, 7B, 7A, and 8B. This fall new CA-39 cumulative record forms will be started in Kindergarten B, grades 4B, 4A, and 6A.

The following program of testing is contemplated for this school year:

KA	California Test of Mental Maturity (Preprimary)
1A	California Test of Mental Maturity (Primary)
4A	Progressive Achievement Tests (Reading-Arithmetic)
4B to 6A	Audiometer Test (Arranged by Miss Wagenvoord)
6A	Metropolitan Achievement Tests (Reading-Arithmetic)
6A	Henmon-Nelson Test of Mental Ability
8A	Stanford Achievement Test (Reading-Arithmetic)
9B	Henmon-Nelson Test of Mental Ability
9B	Kuder Interest Inventory
9B	Minnesota Vocational Test for Clerical Workers

9B	Minnesota Paper Form Board (Mechanical Aptitude)
10B	Nelson-Denny Reading Test
12B	Henmon-Nelson Test of Mental Ability

A limited number of individual Binet or special aptitude tests will be given by appointment. Approximately 500 Binets and 400 special aptitude tests were given in 1943-1944. It will be impossible to test more than half this number during 1944-1945. Therefore, much discretion will need to be used in recommending pupils to be tested this year.

We hope to perfect some kind of a growth chart on which to record each child's physical and mental growth from kindergarten to the ninth grade. Mimeographed copies of a tentative chart are available and will be supplied to the schools that would like to experiment with them. The principals are asked to report the number desired and the grades in which they will be used on or before Sept. 15.

A Pupil Survey Blank

CLIFFORD E. ERICKSON
MICHIGAN STATE COLLEGE
EAST LANSING, MICHIGAN

This blank has been used by many schools as a device to help locate the problems, interests, and needs of pupils. It is filled out by pupils.

Age _____

Grade _____

Sex _____

PUPIL PROBLEMS, INTERESTS, AND NEEDS

Pupil Questionnaire

The faculty is interested in finding better ways to help you. You can also help by answering the following questions. Please *do not* place your name on this paper because we want you to feel free to write just what you think.

1. What is now giving you the greatest satisfaction?

2. What do you like most about your school?

3. What do you like least about your school?
4. What is your greatest problem at the present time?
5. What are you most afraid of?
6. What do you like to do in your spare time? What is your strongest interest?
7. What are your vocational plans for the future?
 - a. What kind of work would you most like to do when you have finished school?
 - b. What kind of work will you probably have to do when you have finished school?
8. What was your greatest problem when you first came to this school?

What will probably be your greatest problem when you leave this school?

9. What person do you usually go to for help with your problems?
10. What is the most important one thing the school should do for you?

A Program Planning Form

J. B. MUNSON

LANSING PUBLIC SCHOOLS

LANSING, MICHIGAN

PUBLIC SCHOOLS OF LANSING, MICHIGAN

Department of Guidance and Placement

*To the Boys and Girls in the
Social Studies V Classes:*

By this time you should be deciding what you are going to be and do when you grow up. Your choice of a life's work should, of course, deter-

mine your choice of a school and a curriculum, and so we are asking you to fill out a temporary registration blank for high school.

This is not a permanent registration. You have the right to change this election at any time. But we want to know if you have really thought about and planned your course of study.

Every year at registration time there are many 9A boys and girls, as well as many other high-school people, who are not sure of what they want to elect, and they often end up by choosing courses that have little relation to their future plans. You can avoid this uncertainty by doing a little careful thinking and planning now before you get to be a 9A. In fact, the main purposes of this course have been to help you to understand yourself and to help you to choose your life's work and make intelligent plans so that you can succeed in your chosen occupation.

We are asking you, therefore, to give as much attention to this temporary registration as if it were really your permanent 9A registration. Discuss your plans with your parents, friends, and teachers, and then make good, sensible choices of subjects in line with your interests and abilities.

An architect plans every smallest detail of a house before it is built and puts the plan down on paper. You are beginning to lay some very important foundation stones for your future. Have you got the blue-prints all laid out and ready?

Sincerely,

PUBLIC SCHOOLS OF LANSING, MICHIGAN

9B Tentative Registration for High School

Name _____ Age _____ Birth Date _____

Address _____ Telephone _____ Grade _____

School _____ S.S.-V Teacher _____

Check the high school that you plan to attend: Eastern _____ J. W.

Sexton _____ Technical _____

Check the curriculum which you are electing: Academic _____

Commercial _____ Noncollege Academic _____

Trade or Technical _____

List the occupation for which you are preparing: _____

Why have you chosen this occupation? _____
If you are electing the academic curriculum, list your majors and minors:

Majors: _____

Minors: _____

If you are electing the commercial curriculum, are you going to take courses leading to typing and office practice, bookkeeping, or saleswork? _____

If you are electing the technical school, which course do you want? _____
In case that course is filled, what would be your second and third choices? _____

Second Choice _____ Third Choice _____

Indicate below what your marks have averaged during the last two years:

Class Marks:

A B C D E

English	_____	_____	_____	_____
Mathematics	_____	_____	_____	_____
Science	_____	_____	_____	_____
Social studies	_____	_____	_____	_____
Typing	_____	_____	_____	_____
Woodworking	_____	_____	_____	_____
Art	_____	_____	_____	_____
Home economics	_____	_____	_____	_____
Drafting	_____	_____	_____	_____
Metalwork	_____	_____	_____	_____
Printing	_____	_____	_____	_____
Physical Ed.	_____	_____	_____	_____

List your percentile ratings from your 9B Profile Sheet:

1. Academic aptitude _____	Percentile _____
2. Mechanical aptitude _____	Percentile _____
3. Clerical aptitude _____	Percentile _____

In what fields did your Kuder Preference Record show the greater interests?

1. _____	Percentile _____
2. _____	Percentile _____
3. _____	Percentile _____

Fill out your four-year plan for high school on the next page.
(Send this page to the supervisor's office by Monday of the 13th week)

PUBLIC SCHOOLS OF LANSING, MICHIGAN

My Four-year Plan for High School

Name _____ Course _____

(In the spaces provided below write in the names of all the courses that you expect to take in high school. Majors and minors are expected only for the academic course. There are no electives in the technical course.)

9B	9A
1. English I 2. Social Studies V 3. General Science II 4. Physical Education 5. 6.	1. English II 2. Social Studies VI 3. General Science III 4. Physical Education 5. 6.
10B	10A
1. 2. 3. 4. 5.	1. 2. 3. 4. 5.
11B	11A
1. 2. 3. 4. 5.	1. 2. 3. 4. 5.
12B	12A
1. 2. 3. 4. 5.	1. 2. 3. 4. 5.

Approved _____, Counselor
(Send this page to the pupil's home room to be filed in his cumulative record.)

Guidance Check List¹

CARL M. HORN

OCCUPATIONAL INFORMATION AND GUIDANCE SERVICE
LANSING, MICHIGAN

This evaluation sheet has been developed so that teachers, counselors, and administrators may have a method of determining their own effectiveness.

CHECK LIST ON GUIDANCE FOR TEACHERS, COUNSELORS,
ADMINISTRATORS

1. PREPARATION FOR AND ATTITUDE TOWARD GUIDANCE

A. *Preparation*

1. Have you had any guidance courses? Yes _____ No _____
2. Have you attended any guidance conferences in the last two years? Yes _____ No _____
3. Have you had any discussions with guidance specialists in the last two years? Yes _____ No _____
4. Have you read articles or books on guidance this year? Yes _____ No _____
5. Are you keenly interested in the physical growth of adolescents? Yes _____ No _____
6. Are you keenly interested in the emotions of adolescents? Yes _____ No _____
7. Are you keenly interested in the seriousness of worry and fears in pupils? Yes _____ No _____
8. Do you feel that you have guidance responsibilities toward every pupil in your classes? Yes _____ No _____
9. Do you know enough about occupations and the vocational training required to counsel pupils? Yes _____ No _____

B. *Attitude*

1. Are you very much interested in providing more guidance? Yes _____ No _____
2. Would you like more free time for guidance? Yes _____ No _____

¹ *Check List on Guidance for Teachers, Counselors, and Administrators*, O. M. 2068, pp. 3-11, State Board of Control for Vocational Education, Lansing, Michigan, September, 1944.

3. Are you planning to get more training for guidance? Yes _____ No _____

II. ACTIVITIES IN GUIDANCE

A. *Understanding pupils*

1. Do you look over all the records available about your pupils? Yes _____ No _____
2. Do you observe your pupils for health needs and physical defects? Yes _____ No _____
3. Do you make an effort to learn of the home and family background of your pupils? Yes _____ No _____
4. Do you meet as many of the parents of your pupils as is feasible? Yes _____ No _____
5. Do you visit in a number of the homes of your pupils each year? Yes _____ No _____
6. Do you try to learn of the special interests of your pupils? Yes _____ No _____
7. Do you attempt to discover special talents of your pupils? Yes _____ No _____
8. Do you attempt to discover the hobby patterns of your pupils? Yes _____ No _____
9. Do you learn of the education plans of your pupils? Yes _____ No _____
10. Do you learn of the vocational plans of your pupils? Yes _____ No _____
11. Do you make a practice of adding information to the pupils cumulative record? Yes _____ No _____
12. Do you use the results of tests and inventories? Yes _____ No _____
13. Do you see means to determine problems and needs of your pupils? Yes _____ No _____
14. Have check lists of any kind been used by you to determine problems and needs? Yes _____ No _____

B. *Occupational information*

1. Have you had experience in occupations other than teaching? Yes _____ No _____
2. Are you well acquainted with the occupations related to your field of teaching? Yes _____ No _____
3. Is occupational information discussed in your classes? Yes _____ No _____

Guidance Practices at Work

4. Do you discuss occupational information with individual pupils? Yes No
5. Do you have occupational materials in your room? Yes No
6. Do you cooperate with the librarian in securing occupational information and assisting in its use? Yes No
7. Do you point out the relationships between the subjects you teach and various occupations? Yes No

C. Counseling

1. Have you had any special training for counseling? Yes No
2. Did you have conferences of one-half hour or more with at least 25 per cent of your pupils? Yes No
3. Do your pupils discuss with you problems that are not directly related to their work? Yes No
4. Do you spend much time in counseling outside of school hours? Yes No

D. Presentation of training opportunities

1. Do you have materials describing training opportunities related to your field? Yes No
2. Have you specialized on training opportunities in college, trades, and other occupations related to your field? Yes No
3. Do you discuss in class training opportunities related to your field? Yes No
4. Do you present information regarding vocational courses and industrial arts in so far as possible? Yes No

E. Placement and follow-up

1. Do you contribute to the placement services in your school? Yes No
2. Do you aid your former pupils in adjusting to new types of courses such as vocational courses and industrial arts? Yes No
3. Are any graduates followed up regularly by you? Yes No
4. Are dropouts followed up regularly by you? Yes No
5. Has follow-up information caused any change in your teaching? Yes No

6. Have you assisted in or promoted follow-up studies in your school? Yes _____ No _____

III. OTHER GUIDANCE ACTIVITIES

1. Do you do what you can to bring about better adjustment of those who are maladjusted? Yes _____ No _____
2. Do you refer serious cases of maladjustment to a specialist or to your principal? Yes _____ No _____
3. Do you do what you can to aid your pupils in health adjustments? Yes _____ No _____
4. Do you refer serious cases to your principal, the doctor, or nurse? Yes _____ No _____
5. Do you provide activities that will develop self-direction? Yes _____ No _____
6. Do you try to interest pupils in participating in extracurricular activities? Yes _____ No _____
7. Do you confer with other teachers regarding problem pupils? Yes _____ No _____
8. Do you refer to other teachers pupils whose interests are related to the subjects they teach? Yes _____ No _____
9. Do you encourage your pupils to develop socially? Yes _____ No _____
10. Do you give special attention to pupils who are new to the school? Yes _____ No _____
11. Do you discuss examinations and marks so that your pupils do not fear them? Yes _____ No _____
12. Do you rate your own guidance activities as satisfactory? Yes _____ No _____
13. Do you feel sure that your pupils are interested in their work? Yes _____ No _____
14. Do you feel that the pupils regard you as a friend? Yes _____ No _____
15. Do you feel that the pupils are happy in your classes? Yes _____ No _____
16. Are your discipline problems few? Yes _____ No _____
17. Do you let your pupils have an active part in planning their work? Yes _____ No _____
18. Do you feel that your pupils are satisfied with what they are getting from your classes? Yes _____ No _____
19. Do you give the pupils many opportunities to make choices? Yes _____ No _____

Guidance Practices at Work

20. Do you individualize your work and attempt to meet the needs of pupils? Yes _____ No _____

21. Do slow pupils seldom get discouraged in your classes? Yes _____ No _____

22. Do slow pupils have work in which they can succeed? Yes _____ No _____

23. Do superior pupils have a greater amount of and more difficult work than slow pupils? Yes _____ No _____

24. Do you encourage those with special interests in your classes to do extra work in the field of their interests? Yes _____ No _____

25. Do you have pupils who come to you with problems regarding work in your classes? Yes _____ No _____

26. Do both poor students and good students come to you for counsel? Yes _____ No _____

27. Do you have many pupils come to you with out-of-school problems? Yes _____ No _____

28. Do you integrate guidance with your class work continuously? Yes _____ No _____

METHOD OF SCORING

Multiply your Yes answers by 2

Rating:	Excellent	130-150
	Good	110-129
	Average	90-109
	Poor	70-89
	Very poor	50-69

Locating Organizational Obstacles

CLIFFORD E. ERICKSON

MICHIGAN STATE COLLEGE

EAST LANSING, MICHIGAN

This device is useful in locating the reactions of the staff. They are given an opportunity to indicate their attitudes and their opinion regarding the difficulties that thwart the development of the guidance program.

HANDICAPPING FACTORS IN THE DEVELOPMENT
OF GUIDANCE PROGRAMS

Many teachers and administrators have listed the following as handicaps to the development of a more effective guidance program in their schools. Will you cooperate in the location and evaluation of these and other handicapping factors? In this way it will be possible to more clearly

locate and eliminate the "blocks" to guidance programs. Please do not write your name.

<i>Type of School</i>		<i>Are you a</i>
(<input type="checkbox"/>) Elementary	(<input type="checkbox"/>) College	(<input type="checkbox"/>) Teacher. What grade or
(<input type="checkbox"/>) Junior high	(<input type="checkbox"/>) Vocational	subject? _____
school	school	(<input type="checkbox"/>) Guidance specialist
(<input type="checkbox"/>) Senior high	(<input type="checkbox"/>) _____	(<input type="checkbox"/>) Administrator
school	(other)	(<input type="checkbox"/>) _____
		(other)

Handicapping Factors

Please indicate the importance of these factors by using:

1. Of little importance
2. Of some importance
3. Of great importance

Sample: (2) The guidance program distracts the work of the other teachers.

- () 1. Teachers lack training and interest in guidance.
- () 2. Subject classes are too large for effective guidance.
- () 3. The teacher's load is too heavy.
- () 4. Administrators lack training and interest in guidance.
- () 5. There is too little time set aside for guidance purposes.
- () 6. The counselors have too many pupils to care for.
- () 7. There are too few "guidance specialists" on our staff.
- () 8. There is too little pupil participation in the guidance program.
- () 9. There is a lack of a definite guidance organization.
- () 10. The guidance program lacks definite objectives and purposes.
- () 11. There is a lack of funds to develop a guidance program.
- () 12. The parents are uninterested and do not cooperate.
- () 13. The community is uninterested and does not cooperate.
- () 14. Teachers have too little opportunity to determine the curriculum and the rest of the school offering.
- () 15. There are too many maladjusted teachers.
- () 16. The school program is too inflexible and too rigid.
- () 17. There are too many administrative details to be cared for.
- () 18. The teachers do not cooperate with each other.
- () 19. The record system is ineffective.
- () 20. The testing program is inadequate and ineffective.
- () 21. There is too little provision for atypical children (slow learners, handicapped, bright)
- () 22. The school has no follow-up program.
- () 23. There is too little emphasis on vocational guidance.
- () 24. There is too little emphasis on social and emotional guidance.
- () 25. There is too little emphasis on educational guidance.
- () 26. There is too little emphasis on health guidance.
- () 27. There is too little emphasis on recreational guidance.
- () 28. There is too little emphasis on sex guidance.
- () 29. There is too little emphasis on orientation program.

- () 30. Our school is too small to have a good guidance program.
- () 31. Our school is too overcrowded and has inadequate physical facilities.
- () 32. Counselors change their advisory groups too frequently.
- () 33. Counselors give too much of their time to atypical and disciplinary cases.
- () 34. There is too little provision for postgraduates.
- () 35. Not enough guidance materials are provided.
- () 36. There are too many interruptions during class and counseling periods.
- () 37. The school organization is too complex and cumbersome.
- () 38. There are no placement facilities in school or community.
- () 39. There are too many outside agencies competing for pupils' time.
- () 40. There is lack of cooperation from the board of education.
- () 41. There are too many older teachers on the staff.
- () 42. There are too many young and inexperienced teachers on the staff.
- () 43. There is too little clerical assistance.
- () 44. The home rooms in our school are ineffective.
- () 45. It is difficult to meet with parents.
- () 46. There are too many extracurricular activities.
- () 47. Teachers do not get together to discuss their common problems.
- () 48. Pupils do not attend school regularly enough.
- () 49. Politics and other influences are controlling the school.
- () 50. _____

(others)

The enrollment in this school is _____.

This school is located in a () poor neighborhood

() medium neighborhood

() wealthy neighborhood

Follow-up of School Leavers¹

ROYCE E. BREWSTER

FRANKLIN R. ZERAN

OCCUPATIONAL INFORMATION AND GUIDANCE SERVICE

U. S. OFFICE OF EDUCATION

WASHINGTON, D. C.

This bulletin presents important information suggesting techniques for studying the follow-up activities of those who leave school.

¹ BREWSTER, ROYCE F., and FRANKLIN R. ZERAN, "Techniques of Follow-up Study of School Leavers," *Occupational Information and Guidance Service, U. S. Office of Education, Miscellaneous 3038*, February, 1943.

TECHNIQUES OF FOLLOW-UP STUDY OF SCHOOL LEAVERS

"The goal for our educational efforts must be the provision of training for every child and youth of the kinds best adapted to his abilities and in the amount calculated to develop his maximum usefulness to himself, his community, and society. We know that we are yet far short of reaching that goal. Educational opportunities are not equal in the United States, but vary greatly between regions and even within states, and curricula have not always been adapted to the needs of the individual student . . . In the second place, education should prepare the individual to take his proper place in productive effort. . . . The future of our democracy depends in no small part upon the provision we make for training youth in the ways and needs of our society."¹

Changing conditions in both urban and rural areas have emphasized the need for appraisal of our educational system. The realization by educators that the school has an interest in and a responsibility for the adjustment of its out-of-school youth, as well as for those still in school, has emphasized the necessity of studying each individual, in order that the school may meet the needs of the individual and the demands of society.

The success of the industrialist, the merchant, the professional worker, the many or single skilled, and the service worker is measured in large part by the product of his labor.

The success of the farmer is determined by the extent to which he studies and solves those problems peculiar to his own farm, and then adapts its uses to the requirements of his community. A crop failure, or the production of an unmarketable crop, presents a challenge to the farmer.

A school may determine its success also by examining its product. The school may ascertain the cause of its "crop failures" and "unmarketable crops" by evaluating its curriculum, instructional service, and guidance practices in the light of findings revealed by the records of school leavers, and make necessary changes and modifications.

Products of the school, whether they emerge as graduates or dropouts, are embraced by the term "school leavers." The guidance program offers the follow-up study as its technique in dealing with these school leavers for evaluation purposes.

The follow-up may well be utilized as the focal point in the development of a guidance program since the study of the problems and experiences of former pupils will provide pertinent data relative to the number of pupils entering and pursuing higher education, the occupational distributions of those who have entered employment, the number employed, the approximate beginning salaries of workers, the types of training pursued, the type and amount of supplementary training needed to

¹ Release 170979, p. 40, National Resources Planning Board, January, 1942.

hold or progress in the present position, or training needed to secure a job. The information thus secured is both objective and factual—as such its implication for guidance activities and the curriculum are practical and effective.

Follow-up studies of school leavers may also become valuable as instruments of research, extensions of the individual inventory, aids in determining guidance services to be offered school leavers, and as guide posts in school policy making.

Obviously, no set pattern can be suggested for making follow-up studies since much depends upon the objectives, scope, sponsors, and availability of adequate funds. Methods of carrying on the study are also dependent upon the personnel available and the area to be included. Then, too, one technique may be successfully used in one area, another technique in another area, while a combination of various techniques must be used in a third because of existing conditions at the time of study.

The following material is presented as "steps" in planning the initiation and procedures for a follow-up study. It may be necessary for those who utilize these steps to eliminate or add items after a careful study of their local situation.

I. PRELIMINARY PLANNING

A planning committee may be utilized to

- A. List the purposes for which the follow-up study is being considered. This is essential in framing questions
- B. List the potential results of the study in order of their importance in meeting these purposes
 1. Research
 - a. To evaluate the effectiveness of the school curriculum in the light of the experiences of school leavers
 - b. To evaluate the guidance services
 - c. To evaluate the effectiveness of instruction
 2. Service
 - a. To keep in touch with all school leavers (dropouts and graduates) for a definite period of time, for the purpose of
 - 1.) Aiding them in making adjustments
 - 2.) Securing additional training
 - 3.) Forming closer ties between the school, the individual, and the community
 - 4.) Serving them in other ways
 3. Extension of the individual inventory
To provide a flow of continuous out-of-school data which would include plans and work experiences;

further training; placement; and follow-up to be added to the in-school record

4. Policy making

To justify changes in the school program

- a) Modify, extend, or expand the curriculum in light of the experiences of school leavers, which will supply relevant data for changes of certain kinds

- b) Extend and refine the total guidance effort

(Policy making depends in large measure upon the school's willingness to change the curriculum if the results of the study indicate that such changes are needed)

C. Obtain and carefully examine plans of other schools which made similar studies. Some of the sources for information on follow-up are

1. State supervisors of occupational information and guidance
2. Occupational Information and Guidance Service, U. S. Office of Education, Washington 25, D. C.
3. National Association of Secondary School Principals, 1201 Sixteenth Street, N. W., Washington, D. C.
4. *Readers' Guide to Periodical Literature*

D. Decide who will sponsor the study. (Should the school, a service club, the A.A.U.W., or what group sponsor the study?)

E. Determine the possibilities and the extent of the project as to

1. Techniques to use in initiating and prosecuting the study
2. Personnel to be used in the study
3. Responsibility of the school and the part it will play in the study if an outside sponsor should be obtained

F. Estimate the probable cost of making the study

II. DETERMINING SCOPE AND TECHNIQUE

A. The geographic area to be included.—Will the study embrace all schools in the city or county, a selected number from any given administrative unit, or only a single school

B. The group to be studied.—Will the study include all school leavers in the community or a more nearly complete canvass of certain school leavers

C. The number of school years of school leavers to be included in the study.—Will the study be made at one-, three-, five-, or ten-year intervals? Will the initial study be the beginning of a continuous series

D. The grade level of school leavers to be included in the study,

i.e., last year of elementary school, junior high school only, senior high school only, or a combination

E. The question of using the entire number of school leavers in the group to be studied or to employ the sampling method. If the sampling method is decided upon, how to make it representative of all types of school leavers and include enough persons to present a true picture

F. Method by which the information is to be obtained

1. Questionnaire

- a. If mailed, will it be of post card or letter type
- b. If delivered, will it be returned by mail or called for personally
- c. Who will deliver the form
 - 1.) Brothers, sisters, or relatives yet in school
 - 2.) Teachers
 - 3.) Volunteers in the community
 - 4.) Pupils who are members of class in occupations or other classes

2. Interview

- a. Who will serve as interviewers
- b. Who will be interviewed
 - 1.) School leavers themselves
 - 2.) Parents, other family members, relatives, or friends
 - 3.) Employers

3. Telephone

4. Combination of methods

G. Preparation of in-school pupils for future follow-up studies

1. Seniors

In class meetings or in home room

- a) Explain the questionnaire and its use
- b) Explain the need for learning of the problems which they will encounter after they leave school and how the school may aid them in later life
- c) Give a review of forms and record cards and answer any questions about them so that future surveys will be more objective and returns greater
- d) Impress upon them the need for accurate data and the aid these data will be to the school in rendering service to the total community

2. Potential dropouts

a. Before they drop out

Personal interviews in which the plan is explained

- b. If they drop out before they can be interviewed
A personal call by the teacher

3. Others in school

In occupations class or other classes, home rooms, or in counseling, use previous follow-ups or samples from other schools or systems to

- a) Explain from whom materials were obtained
- b) Explain value of materials to them, whether concerned with graduates or dropouts

III. DETERMINING THE WORK SCHEDULE AND ESTIMATING COST

- A. The time of the year for making the study and approximate time for it to be completed
- B. Personnel involved—the director and other persons who may take responsibility for specific tasks
- C. Techniques to be used in conducting the study
- D. Funds to finance the study

Budget to include such items as

- a. Postage, mimeographing, or printing
- b. Clerical or other personnel assistance

- E. Cooperative agencies to be considered in initiating the study, in distributing the questionnaires, and in collecting the data

1. Student organizations

- a. Student council
- b. Clubs, such as social science, diversified occupations, journalism, or others
- c. Classes

1.) English

- a.) Writing of form letter to be sent with questionnaire
- b.) Writing of personal notes to pupils whom they know well
- c.) Conducting of interviews after having received training
- d.) Editing material (preliminary)

2.) Office practice

- a.) Mimeographing form letters and questionnaires
- b.) Addressing and mailing questionnaires
- c.) Keeping the check list
- d.) Filing the returns from the questionnaires (cards, forms, etc.)
- e.) Following up those who do not respond to the questionnaires

- (a) Reassigning to new worker, if interview technique is used
- (b) Supplying follow-up letter, if mail technique is used
- f.) Checking up on the completeness of reports of workers
- g.) Assisting in the tabulation of the data
- h.) Mimeographing sections of the material for class use and also the final copy
- 3.) Social studies
 - a.) Assisting in the interpretation of the results
 - b.) Assisting in preparation of the report
- 2. Teachers
 - a. One or more teachers to be responsible for coordinating the work and to work with the pupils
 - b. One or more teachers responsible for contacts with outside groups
 - c. Committee of teachers to work with all members of faculty. From this group may come the teachers responsible for pupils and outside groups
- 3. Outside agencies
 - a. Women's organizations
 - b. Service clubs
 - c. Federal Employment Service
 - d. Other community organizations

IV. PREPARING FORMS

- A. Decide source of questionnaire
 - 1. To be constructed
 - a. By committee
 - b. By one person on faculty
 - 2. To be purchased
- B. Validate the items of the form, using a selected number of school leavers, and check data carefully before using it for entire group
- C. Frame questions so that answers may be tabulated easily
- D. Prepare the summary sheets
- E. Code items if data are to be machine-tabulated
- F. If questionnaires are to be mailed
 - 1. Prepare a list from which to address the envelopes. The list should be used for checking as the material is mailed out and also as it is returned

2. Prepare stamped and addressed envelopes to be enclosed with the questionnaires for the reply
3. Prepare a letter as personalized as possible to accompany the questionnaire. This letter should be so composed as to secure a friendly reception of the questionnaire. It should mention particularly that if the school leaver is unwilling to answer any question, such a decision is quite satisfactory provided he checks the question so as to indicate that he has not accidentally overlooked it
- G. If personal interviews are to be used, prepare manual of instruction before starting to train the interviewers. This training should be done before the questionnaire is finally completed, as questions will be found that can be answered in such a way as to invalidate them

V. DIRECTING STUDY PERSONNEL

- A. Decide who is to be responsible for the study
- B. Select staff personnel according to interests, aptitudes, and time available or for whom time can be made available. Not all individuals are interested in or can do interviewing, editing, tabulating, writing, interpreting, etc.
- C. Personnel should be carefully trained for the tasks assumed. If the study is a class project, it may be wise to carry on demonstration during class periods

VI. INTRODUCING THE STUDY

- A. The faculty and the community should be prepared for a follow-up study by holding group discussions to acquaint them with the purposes. If this is not done, there is a good chance that it will fail of its objectives or at least will not be as effective as it would otherwise be. Perhaps the first place to start discussing the proposed study will be with the pupils since, after all, it is actually intended to serve them and they are, therefore, most vitally involved
- B. Plans should be made to give the study proper publicity through the newspaper, local radio, talks to service clubs, and parent-teacher groups

VII. COLLECTING THE DATA

- A. Check the names and addresses against telephone and city directories. Since some may have changed their names through marriage, or for legal or business reasons, it may be well to contact parents in those cases where it has been impossible to locate the school leavers

Guidance Practices at Work

- B. Allow space on cards for names as used when last in school and also for any change in name
- C. Set a definite date when the questionnaire will be called for or returned—not "in a few days"
- D. If the questionnaires are delivered, set up a list to check
 - 1. Names of messengers
 - 2. Date forms were taken out
 - 3. Date forms are returned
 - 4. If forms are to be called for
 - 5. Others
- E. If interviews are to be used, decide if
 - 1. The school leaver, only, is to be the one interviewed
 - 2. Some member of the family may answer the questionnaire in the event the school leaver is not available
 - 3. The interview is to be scheduled
 - 4. Notification of appointment made by
 - a. Informing brothers and sisters now in school
 - b. Telephone
 - c. Mail
- F. Reassign incompletely interviewed (This procedure will increase the number of returns.)
- G. Follow up unreturned questionnaires with one, two, or even three letters, a visit, or a telephone call

VIII. TABULATING DATA

- A. Determine whether or not an adequate sampling has been obtained
- B. If mechanical tabulation is to be used, provide proper equipment
- C. Determine the cross tabulations significant to the original objectives of the study

IX. INTERPRETING DATA AND PREPARING REPORT

- A. Assemble all data
- B. Organize the material and obtain additional facts as needed for proper interpretation
- C. Interpret the data as it has significant bearing on the needs and purposes set up for the study
- D. Prepare a summary report of the study
- E. Present the data obtained from the study in an interesting, concise, and objective manner
- F. Include in final report objectives of the study, brief description of the procedures, and sample forms
- G. Conclude the report with recommendations for action as a result of information obtained from the study

X. USING THE FINDINGS OF THE STUDY

- A. For study by groups of the faculty
- B. As a source of local information in the teaching of occupations
- C. To furnish the board of education, teachers, and parents with objective data for making revisions, extensions, or modifications of the school training program, expansion of physical facilities, and evaluating guidance practices

Student Survey Blank

CRANE TECHNICAL HIGH SCHOOL
CHICAGO, ILLINOIS

Interviewed by _____

Date _____ Time _____

The following questionnaire is for the purpose of gathering some facts which will enable the Crane Technical High School to help you. You may feel free to omit any questions you prefer not to answer.

Last Name _____ First Name _____ Division _____

Address _____ Phone _____ Division Teacher _____

Where were you born? _____ Year _____ Month _____ Day _____

When responding to questions place a circle around the proper answer. Where blank spaces are given enter the proper word or words.

About Your Health and Physical Condition:

1. The general condition of

My health is:	My vision is:	My hearing is:	Glasses?
a. Excellent	a. Excellent	a. Excellent	Yes _____ No _____
b. Good	b. Good	b. Good	My height is _____
c. Fair	c. Fair	c. Fair	My weight is _____
d. Poor	d. Poor	d. Poor	_____

2. Have you any physical disabilities? Yes _____ No _____ If so, what? _____

About Your School Life and Activities:

3. Do you like school? Yes _____ No _____

4. In the list below, draw a circle around the subject you like best.

5. In the list below, draw a circle around the subject you like best.

a. Algebra	a. Music (singing)
b. English	b. Art (freehand drawing)
c. General science	c. Mechanical drawing
d. Biology	d. Physical education
e. Physics	e. Orchestra
f. Foreign language	f. Dramatics
g. History	g. Shop (which one?) _____
h. Geometry	

6. What subject in question 4 do you like least? _____

7. What subject in question 5 do you like least? _____

8. Do you now know exactly which subjects you must still take in order to graduate from Crane? Yes _____ No _____

If not, would you like to have a counselor check the requirements over with you? Yes _____ No _____

9. Is there anyone at home who can intelligently assist you with your homework? Yes _____ No _____ If so, who? _____

10. How much time do you average daily on school work at home? _____

11. To what school clubs do you belong? _____

12. Do you now or have you held any club or class offices? Yes _____ No _____
If so, which ones? _____

13. Do you enjoy speaking or reciting before members of your class? Yes _____ No _____

14. Do you know that you are rated near the end of each semester by each of your teachers on courtesy, dependability, leadership, and service traits? Yes _____ No _____ How would you rate yourself on these traits, comparing yourself with members of your classes?

Courtesy	Dependability	Leadership	Service
a. Above av.	a. Above av.	a. Above av.	a. Above av.
b. Average	b. Average	b. Average	b. Average
c. Below av.	c. Below av.	c. Below av.	c. Below av.

15. What are some of your present-day driving interests? _____

16. Would you like to know more about yourself, that is, learn how to make and actually make a scientific study of your interests, aptitudes, capacities, and abilities? Yes _____ No _____

About Your Future

17. How far do you intend to go in school? Circle proper response

- a. Not complete high school
- c. Start college
- b. Complete high school
- d. Complete junior college
- e. Complete college

18. When you quit school will it be because you desire to do so? Yes _____
No _____
Or will it be because you will have to help support family? Yes _____
No _____

19. If you expect to go to college, have you thought about the one that you plan to attend? Yes _____ No _____
If so, which one? _____ Second choice _____

20. Do you borrow college catalogues from the adjustment office for home reading so as to become better acquainted with college opportunities? Yes _____ No _____

21. Name the occupation or occupations which you are interested in entering after you complete your schooling. Give your first and second choices.
First _____ Second _____

22. Which of the following reasons prompted you to make your choice of occupations? Circle letter in front of proper answers

- a. Suggestions from parents
- b. Suggestion from other person
- c. Family tradition
- d. Desire to be with friends
- e. Social prestige
- f. Desire for economic security
- g. Desire to avoid routine work
- h. Desire to travel
- i. Possession of required abilities
- j. Possession of required abilities
- k. Training requirements can be met
- l. Possibilities of employment
- m. Possibilities for advancement

n. Other _____

23. Have you ever stopped to think whether you are getting the right training for entering these occupations? Yes _____ No _____

24. Circle, below, sources that you consider reliable for obtaining information about the occupation of your choice

- a. Observing and talking with different kinds of workers
- b. Seeing motion pictures relating to the occupation
- c. Making a scientific study of the occupation

- d. Reading recent books and stories about various occupations
- e. Listening to lecturers tell of occupations and opportunities
- f. Reading biographies of successful workers
- g. Taking trips to various industrial concerns
- h. Asking parents or other persons to tell what they know about them
- i. Getting firsthand experience by working after school

j. Other _____

25. Have you consulted any person who can tell what to do by way of preparing for the occupation of your choice? Circle proper items, below.

a. Father	g. Subject or class teacher
b. Mother	h. Minister, priest, or rabbi
c. Older brother or sister	i. Sunday School teacher
d. School principal	j. School friends
e. Vocational counselor	k. Placement counselor
f. Division teacher	l. Worker in the occupation

m. Other _____

26. Would you like to learn how to make a scientific analysis of an occupation to determine its trend, preparation required, kind of work done, remuneration to be expected, promotions, social and educational status of employees, etc.? Yes _____ No _____ Did you know that this kind of training and service is available for you here at Crane through a number of channels? Yes _____ No _____

Note: Some of these channels are through adjustment counseling, class and division teacher, publications in library (*Trends* magazine, *Occupations*, Occupational Index, Occupational Monographs, Reprints, occupational and psychological books), and through self-appraisal and careers classes, placement counselor

Counselor's Comments: _____

Role of Classroom Teacher

CLIFFORD E. ERICKSON
 MICHIGAN STATE COLLEGE
 EAST LANSING, MICHIGAN

This inventory has been developed to help classroom teachers understand the vital role they play in the guidance program. It is a self-inventory of their activities.

THE CLASSROOM TEACHER AND THE GUIDANCE PROGRAM

Please place correct number in Your teaching field _____ front of each of the following items:

3-very much

2-much

1-somewhat

0-none

I. Am I acquainted with each of the pupils in each of my classes?

- () A. Do I know his intelligence rating (academic ability)?
- () B. Do I know his reading ability as measured by standardized reading tests?
- () C. Am I acquainted with most of the important details of his past academic work?
- () D. Am I acquainted with his parents and his home situation?
- () E. Am I acquainted with the results of other tests he has taken?
- () F. Am I acquainted with his own plans for his continued education?
- () G. Am I acquainted with his vocational plans?
- () H. Am I acquainted with the pupil's educational goals (his own educational purposes)?
- () I. Am I acquainted with his likes and dislikes?
- () J. Am I acquainted with the condition of his health?
- () K. Am I acquainted with his strengths and weaknesses?
- () L. Am I acquainted with his problems and frustrations?
- () M. Am I acquainted with his social relationships—his friendships —his group contacts?
- () N. Do I know how he spends his leisure time?
- () O. Do I know about his study habits and study conditions?
- () P. Do I know about the unusual experiences he has had?
- () Q. Do I know what other teachers think about him?
- () R. Have I helped him become acquainted with each other pupil?

II. Am I constantly reorganizing my subject and my teaching in view of what I know about my pupils?

- () A. Am I selecting subject content in terms of the needs, interests, and abilities of my pupils?
- () B. Am I permitting pupils to participate in the selection of course content and the materials to be used?
- () C. Am I attempting to find many applications to the life problems and experiences of pupils?
- () D. Am I reorganizing my subject because of information I gather about home and community conditions?

- () E. Am I permitting a great deal of choice and flexibility so that each pupil can find his most worth-while activities?
- () F. Am I assisting pupils to develop the "how to study" techniques necessary in my field?
- () G. Am I using the educational resources of the community as a part of my class content?
- () H. Am I making my assignments clearly?
- () I. Do I commend pupils for work well done and for serious effort?
- () J. Do I help pupils clearly understand the purposes and values of my subject?
- () K. Am I giving my pupils as much information as possible about the "world of work"?
- () L. Am I learning a job skill (other than teaching) so that I can be better informed about the working world?

III. Am I using my subject to provide special services to each pupil?

- () A. Am I including as much vocational information in my subject as possible?
- () B. Am I suggesting the vocational possibilities resulting from a study of my subject field?
- () C. Am I using my subject as a means for teaching good health habits?
- () D. Do I try to solve as many pupil problems as possible through my subject?
- () E. Am I encouraging each pupil to develop his unique interests and abilities through my subject?
- () F. Am I helping each pupil develop more productive social relationships and personal friendships?
- () G. Am I using my subject to help pupils with problems they face out of school (grooming, etiquette, poise, ability to write letters of application, etc.)?
- () H. Am I helping pupils select the courses they should take in my subject area?
- () I. Do I assist pupils to select their extracurricular activities?
- () J. Do I use my subject as an opportunity for pupils to learn to make more intelligent decisions?
- () K. Am I using the extracurricular activities to further pupil development?

IV. Am I attempting to prevent difficulties from developing?

- () A. Am I trying to find pupils who are unhappy?
- () B. Am I looking for pupils whose attendance record indicates difficulties worthy of further study?
- () C. Am I attempting to find out more about pupils who are always late with their work?
- () D. Am I trying to locate pupils with evident lack of interest in the class?

- () E. Am I trying to find pupils whose physical condition may handicap their school work?
- () F. Am I locating pupils who seldom or never succeed in their subjects?
- () G. Am I locating pupils whose home conditions militate against their success in school?
- () H. Am I locating pupils in danger of leaving school before graduation?
- () I. Am I locating those quiet pupils who need encouragement and social development?
- () J. Am I finding some activities which the less capable pupils can carry successfully?
- () K. Am I locating those pupils whose problems arise out of personal handicaps (physical defects, poor clothing, foreign tongue, etc.)?
- () L. Am I locating those more able pupils who are not working up to their abilities?
- () M. Do I show a personal interest in any pupil who is in trouble?
- () N. Do I try to help other teachers better understand some of the pupils with whom I am well acquainted?
- () O. Am I trying to locate and help the pupils handicapped because of poor reading ability?

V. Do I use the guidance resources that are available?

- () A. Do I frequently use the school records?
- () B. Do I confer with other teachers about pupils I am attempting to help?
- () C. Do I try to get acquainted with all of the parents of my home-room group?
- () D. Do I try to find better explanations for pupil behavior?
- () E. Have I read materials on guidance and child understanding recently?
- () F. Have I encouraged other teachers and my principal to develop better guidance practices in our school?
- () G. Do I make any case studies of my pupils?
- () H. Do I feel free to ask the counselor for help?

Conclusions

This chapter has presented a number of techniques and tools which can be used to increase the effectiveness of the guidance program. The majority of these devices have been developed for use in a specific school situation. They must, therefore, be modified for maximum utility in other school situations. The materials suggest the many methods that may be employed to increase the accuracy and the effectiveness of the entire guidance program.

Chapter 10 GUIDANCE

PROGRAMS AT WORK

MANY descriptions of specific practices have been described. In almost all these schools the procedures represented only a part of their total guidance programs. It would seem desirable, therefore, to suggest some of the services included in comprehensive guidance programs.

Two schools have been selected for presentations in this chapter. In the first case, the materials have been selected to illustrate the responsibilities and activities of members of the staff. This section indicates the jobs to be done by staff members. A large school was chosen to show the wide variety of services possible. Smaller schools can select those parts of the program that apply to their own situations.

The second presentation illustrates the "on-going" functioning of the program. The organizational structure, the role of staff members, the services provided, and many other aspects of the program are discussed. These two descriptions should be helpful in visualizing the operation of the entire guidance program in a specific setting.

The Role of the Staff

EMMETT A. RICE
SHORTRIDGE HIGH SCHOOL
INDIANAPOLIS, INDIANA

¶ This material is taken from a handbook prepared by Mr. Rice. It is evident that there are many services available to the pupils of this school.

An active and efficient guidance program is essential in the achievement of the objectives of modern education. Among varied

opportunities and offerings in the large public high school, the equally varied abilities, interests, and personalities of young people seeking education make a program of guidance indispensable.

On the following page is a diagrammatic résumé of the way in which Shortridge High School surrounds its pupils with guidance agencies. The following pages explain briefly how the various agencies function.

THE EDUCATIONAL ADVISER

1. Activities

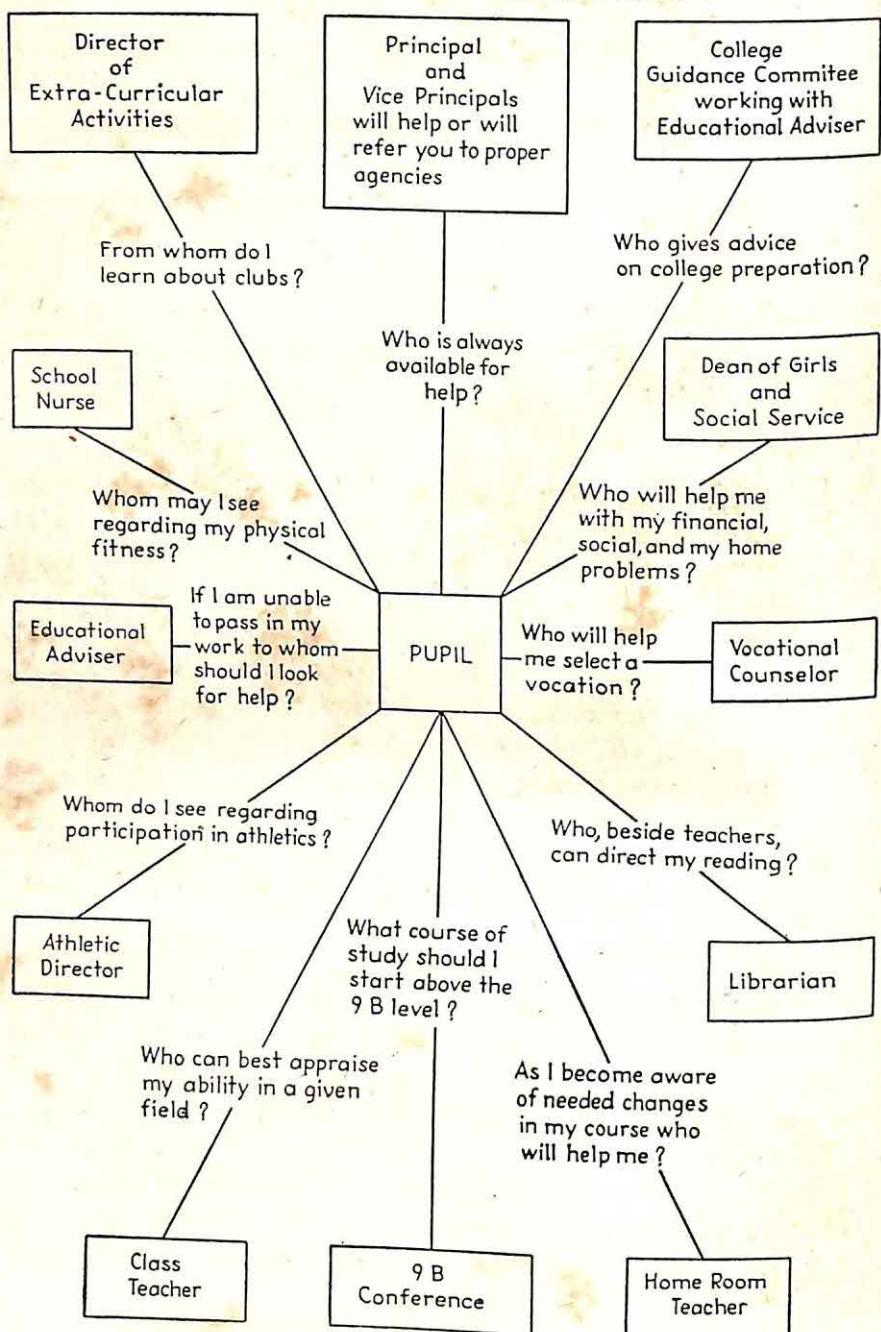
- a. The educational adviser is responsible for giving and scoring general intelligence tests. The I.Q.'s are recorded under his supervision
- b. The educational adviser selects and gives achievement tests to upper grades when a need for them arises
- c. He secures the names of pupils who are regarded as habitual failures and may interview them, looking toward a revision of their planned courses of study
- d. The educational adviser confers with failing pupils who are referred to him by teachers and by the office
- e. He secures a completed 11B guidance card from each 11B pupil and checks the pupil's progress with the stated goal
- f. As chairman of the college guidance committee,¹ he refers to different members seniors who have selected a college
- g. He gathers from pupils all of the information needed by members of the college guidance committee
- h. He makes studies from time to time regarding the success and failure of Shortridge students in high school and in college
- i. The educational adviser studies and files the college records of Shortridge graduates

2. Information available for educational adviser

- a. Guidance cards from 8A grade
- b. Intelligence tests given in 9B grade

¹ College Guidance Committee is made up of a chairman and 37 teacher members each of whom is qualified to give advice on one or more specific colleges.

GUIDANCE AGENCIES IN SHORT RIDGE



- c. Official record cards, which show scholastic achievement of pupils
- d. Teachers' estimates, which may be secured by questionnaire blanks
- e. Data secured by giving special tests to certain pupils
- f. Home visit records
- g. 11B guidance cards, showing educational and vocational plans
- h. Personality rating cards (senior year only)
- i. Complete set of college catalogues
- j. Lists of subject offerings in other city high schools.
- k. Health records

3. Results

- a. Through a prompt revision of the pupil's course of study, whether it is requested by the pupil or not, the school, acting through the educational adviser, attempts to prevent persistent failure
- b. Early in the high-school career all pupils are faced with the questions relative to college entrance. Whether it is requested or not, the school distributes to them all the important information which has a bearing on the problem. The course of study of each pupil is designed to meet the entrance requirements of the college of his choice
- c. In the office of the educational adviser may be found evidence pertaining to success or failure of Shortridge graduates in college
- d. The achievement test records in the office of the educational adviser make it possible to compare the standard of the work done in Shortridge with that in other schools

THE VOCATIONAL ADVISER

1. Activities

- a. The vocational adviser is in his office daily to receive pupils seeking information concerning vocations
- b. He consults with pupils referred to him by the office and by teachers
- c. The vocational adviser from time to time inquires into

the vocational plans of the Shortridge pupils and makes recommendations regarding curriculum revision necessary to meet those plans

- d. He keeps the pupils and teachers conscious of the fact that young people must be trained for some vocation. He is responsible for giving the school its vocational emphasis
- e. With the aid of the librarian, he keeps before the pupils literature pertaining to vocations
- f. He may, with the approval of the principal, designate days or weeks when teachers will emphasize the vocational possibilities of the subjects they are teaching
- g. From time to time, he makes studies of the vocations which the Shortridge graduates and dropouts enter
- h. The vocational adviser conducts an employment agency in an effort to secure work for pupils who need it

2. Information available for vocational adviser
Same as for educational adviser, plus a vocational library

3. Results

- a. The teachers and pupils do not lose sight of the fact that there is a connection between high-school subject matter and the choice of and preparation for a vocation
- b. Early in the high-school career the question of vocational plans is presented to each pupil for his consideration but not for his irrevocable decision
- c. The pursuit of high-school subjects in many cases is motivated by a strong desire to reach definite and important goals
- d. The school has on file detailed statistics concerning the vocational opportunities and trends in the community and is in a position to give good advice concerning them
- e. The school has on file detailed statistics concerning the vocational plans of its pupils and may provide curricular or extracurricular opportunities to help the pupils carry out those plans
- f. For those pupils who in all probability will not graduate from high school, less emphasis is placed on requirements

for graduation and more is placed on the requirements for good citizenship and vocational efficiency

9B CONFERENCE GROUPS

1. Activities

- a. The work of the 9B conference groups has two primary objectives: first, to encourage the pupils and their parents to give serious and intelligent consideration to future educational and vocational plans; second, to point out the close relationship between the curricular offerings of the school and those future plans.
- b. The orientation of the pupils new to the school, which constitutes an important part of the 9B conference work, meets a definite need in social and educational guidance.
- c. Numerous data pertaining to the individual pupils as well as personal interviews (teacher meets with group about forty times per semester) give the 9B conference teacher the potentiality of a very valuable adviser.
- d. The groups study the offerings of the high school and the entrance requirements of higher institutions; and with the advice of the conference teacher, each pupil makes out his four-year program of study.
- e. Through group meetings, personal interviews, and written communications, the conference teachers secure the co-operation of the parents in working out the most satisfactory educational program for the pupils.
- f. During the 9B semester, the conference teacher, who is in possession of the scholastic record which the pupil is making, can appraise the proposed four-year program in the light of the pupil's ability and can advise him accordingly.

2. Information available for the 9B conference teacher

- a. Eighth-grade rating cards on which each pupil is marked according to his scholastic ability.
- b. The intelligence quotients secured by one or more standard intelligence tests.
- c. Subject marks given each six-week period during the 9B semester.

- d. Results of physical examinations
- e. Reports of school visitors
- f. Information resulting from personal interviews, both in and out of group meetings
- g. Information resulting from consultations with other guidance agencies

3. Results

- a. By confronting the 9B pupil and his parents with the necessity of outlining a full high-school course of study, the school changes the plan of action from one of haphazard and aimless selection of subjects to a planned and intelligent program of study leading to and motivated by definite objectives
- b. On coming into a new institution, the 9B pupils are eager to make an immediate and satisfying adjustment to its requirements. The conference groups take full advantage of this receptive mood and during the first month confine their work to intensive teaching of the method of making the most intelligent use of the school and of becoming a loyal cooperative citizen.

THE HOME-ROOM TEACHER

1. Activities

- a. During the 9B semester, the pupil attends the daily home-room period (from ten to twenty minutes in length) as well as the 9B conference group. This arrangement gives him opportunity for consultation with his home-room teacher as well as the conference teacher
- b. The home-room teacher receives a copy of the pupil's high-school course of study planned under the direction of the 9B conference teacher. At the same time she becomes acquainted with the pupil; consequently, she prepares herself to take over the duties of guidance during his 9A, tenth, and eleventh grades
- c. In preparation for each new semester in the above-mentioned grades, the home-room teacher consults with each pupil regarding the feasibility of continuing or altering

the stated course in the light of his developing abilities, interests, and future plans

- d. The home-room teacher sees to it that the requirements for graduation from high school are being met, which is in itself an important guidance agency inasmuch as the school demands two major and two minor fields of study before graduation
- e. Encouraging the pupils to cooperate with the regulations of the school and to support school projects; in brief, to make the most satisfactory social adjustment is largely in the hands of the home-room teacher

2. Information available for home-room teacher

- a. Grade-school rating for each pupil
- b. Intelligence quotients
- c. Subject marks by six-week periods and by semester
- d. Full high-school course of study selected by each pupil
- e. Future plans for each pupil
- f. In special cases the home-room teacher secures additional information from the nurse, the visitor, the educational adviser, the dean of girls, and other guidance agencies

3. Results

- a. The home-room teacher (except in senior home rooms) is the daily counselor through the 9A, tenth, and eleventh grades. She is the only one who has daily contact with a given pupil over so long a period and is, therefore, a very important factor in social and educational guidance
- b. The pupil's records and the home-room teacher's advice ensure the pursuit of a course of study designed in accordance with the known interests, abilities, and plans of the pupil
- c. The home-room teachers of the senior rooms receive the records pertaining to each pupil and take up the responsibilities of guidance through the senior year
- d. Because the seniors are confronted with after-graduation plans and problems, the fourth-year pupils lean more

heavily on the vocational and educational advisers and the college guidance committee for aid

THE CLASSROOM TEACHER

1. Activities

- a. The classroom teacher has an important part in the guidance program of the school
- b. Aside from the work of teaching (the development of skills, attitudes, appreciations, etc.), it is the duty of the teacher to keep before the pupils the objectives in the pursuit of a subject. It is her duty to point out its practical, cultural, and vocational possibilities
- c. After appraising the abilities of the pupils in a given field, the classroom teacher is prepared to give advice and encouragement on either a more intensive study of a subject or its complete abandonment
- d. The classroom teacher of any subject, after studying the mental processes and attitudes of the pupils, is in a position to help them find the type of endeavor in which they may be more or less successful

2. Information available for the classroom teacher

- a. The results of daily personal observation of the mental powers and attitudes of the pupils
- b. Results of written examinations on specific subject matter
- c. Scholastic records made during previous semesters
- d. The intelligence quotients of the pupils

3. Results

- a. When the classroom teacher is made a definite part of the guidance program, there is added to her work of teaching the duty of counseling. It becomes a part of the teacher's work to point out future paths and future goals for the pupil who is successful in the field under consideration. It is expected that the teacher will help the groping pupil find a field in which he may be successful
- b. Giving the classroom teacher an important place in the guidance program makes each classroom more "child-

centered." The learner and his future receive greater consideration

- c. The teacher helps the pupil make an appraisal of his abilities, prevents him from repeating courses in which there is no hope of gain, and guides him to those fields of endeavor in which he may profit

COLLEGE GUIDANCE COMMITTEE MEMBERS

1. Information available for college guidance committee.

- a. The high-school scholastic record made by the pupil up to the time of consultation
- b. Intelligence quotients made at the time of entering the high school
- c. General observation, resulting from personal interview and often resulting from pupil-teacher relationship in some class

2. Results

- a. The existence of the college guidance committee, as well as other guidance agencies, impels pupils to give consideration to the selection of a higher institution of learning while there is yet time in high school to prepare for it
- b. The fact that the pupils have as counselors teachers who have graduated from the school under consideration, or who at least have given considerable study to it, ensures sound advice on beginning a successful college career
- c. This program reduces to a minimum the possibility of pupils' expecting to enter a given college and finding after graduation from high school that they are not properly prepared

SCHOOL NURSE

1. Activities

- a. The school nurse and her assistant are responsible for determining the physical fitness of each pupil for school work. This is accomplished by one or more physical examinations

- b. This staff recommends changes in the pupil's program in the light of his physical condition
- c. The nurse's office brings pupils who need medical and dental services to the attention of the school doctor and dentist
- d. The school nurse brings to the attention of the parents the physical defects of the pupil and follows up recommendations in order to determine whether any remedial measures have been taken
- e. The nurse's office provides excellent tryout experiences in the nursing profession for a large number of girls who are employed there

2. Information available to the school nurse

- a. Health records of pupils prior to entering Shortridge.
- b. A card file of the entire school
- c. Results of physical examinations given the pupils in Shortridge
- d. Scholastic records, the I.Q.'s, and attendance records of all pupils
- e. Reports made by the home visitors
- f. The recommendations of the school doctor and dentist

3. Results

- a. The physical fitness of each pupil is a matter of school record
- b. The school is able to adjust intelligently the pupil's program in accordance with his known physical limitations
- c. Very definite steps are taken to remedy physical defects which handicap the mental and physical capabilities of the pupil

DEAN OF GIRLS

1. Activities

- a. Through the school bulletins, publications, and assemblies the dean of girls invites pupils to make known to her their financial, social, and family problems which have a bearing on their school life
- b. She works with cases of maladjustment with a view to

bringing young people into a more harmonious relationship with their school and home environment

- c. The dean of girls is manager of the student aid fund. Through the use of these funds and by securing employment in private homes for many girls, she is able to solve many problems which have a financial background
- d. The 9B activities program (parties, auditorium exercises, etc.), under the direction of the dean of girls, provides early opportunity for the display of talents and qualities of leadership in these young people
- e. She provides ways and means of inducting newcomers into the best activities and traditions of the school, as well as securing opportunity for school activity for those who have not been able socially to become a part of the school life.
- f. Her interviews with pupils are not confined alone to subjects stated above but encompass vocational, educational, and moral guidance as well. However, she advises pupils to seek the counsel of other guidance agencies for questions pertaining to certain specific problems
- g. Under her supervision a number of girls manage the lost and found department. This plan not only gives the girls a distinct training in office management but provides them with an opportunity to render a valuable service to their school and their fellow citizens

2. Information available for the dean of girls

- a. Previous scholastic record in elementary, junior, and senior high school, health reports, I.Q.'s, school visitors' records on family situations, teachers' and principals' estimates on citizenship standing, reports on extracurricular participation
- b. Information derived from frequent interviews with the pupil and parents and with other members of the pupil's family

3. Results

- a. The 9B pupils and other newcomers are inducted into the proper attitudes and behavior patterns by a definite plan of action

- b. Special talents and qualities for leadership are discovered early and are utilized and developed throughout their school career
- c. Lack of financial aid is minimized as a cause of maladjustment and for dropping out of school
- d. Pupils are aided in their mental and social adjustment to school and to home situations which are beyond their control
- e. Parents are advised to remedy home conditions thought to be detrimental to the welfare of the child

LIBRARIAN

A. Activities

- 1. The librarian and her assistants give definite library instruction to all 9B pupils in groups of about thirty
- 2. These group meetings are held in the library at a time when no other pupils are present
- 3. The instruction includes
 - a. An explanation of the topical arrangement of the books on the shelves
 - b. The meaning of the number and letter labels on the books
 - c. Regulations pertaining to the reading of books at the tables and to the removal of books from the room
 - d. A brief talk on the great value and purpose of public libraries in general and the respect and appreciation which a reader should show for the free use of libraries and their contents
- 4. Two or three librarians are on duty throughout the day to assist and encourage pupils in their reading
- 5. The librarians keep in conspicuous places reading matter pertaining to the vocational, educational, and social problems of your people

B. Results

- 1. Since these group meetings are held during the first two weeks of the 9B semester, the pupil has the advantage of

an intelligent start in the use of the library and a definite encouragement to partake of its excellent opportunities

2. There is instilled in the pupils an appreciation for libraries as public institutions and a desire to preserve their offerings for future readers
3. The library and its staff assist the pupils in securing wholesome literature for recreation as well as instruction

DIRECTOR OF ATHLETICS

1. Activities

- a. As a part in the guidance program, the director of athletics is responsible for keeping before the pupils at all times the opportunities for participation in athletics. He devises and administers a procedure whereby every new pupil who has athletic ability or interest may be encouraged to take part in athletics
- b. The athletic director is responsible for determining the eligibility and physical fitness of the participants
- c. In view of the fact that games constitute a wholesome and natural activity for growing boys and girls, it is the duty of the director of athletics to increase the opportunities and facilities for a wider participation
- d. The athletic director attempts to adjust the program to ability and age groups
- e. He cooperates with the director of extracurricular activities in preventing pupils from overparticipation in athletics and other extracurricular fields
- f. The director of athletics enlists the cooperation of the entire school and seeks to develop a wholesome and sportsmanlike attitude toward athletics not only on the part of the participants but also on the part of those who support the school athletic program

2. Information available for director of athletics

- a. Junior- and senior-high-school scholastic records of all pupils
- b. Information obtained from the 8A grades and from 9B

conference groups regarding the athletic interests and abilities of the pupils

- c. The information received from the school nurse and doctors and from family physicians and parents regarding the physical fitness of the pupils

3. Results

- a. Every boy and girl who has an interest and an ability in athletics has an opportunity to participate
- b. Pupil activity is adjusted to athletic ability and physical fitness
- c. Interest and participation in athletic sports are stimulated properly but at the same time kept within appropriate bounds

DIRECTOR OF EXTRACURRICULAR ACTIVITIES

1. Activities

- a. The director of extracurricular activities, with the advice of the principal, passes upon the advisability of organizing a proposed club and upon the question of abolishing a club
- b. He specifies the procedure to be used in the organizing and the abolishing of a club
- c. With the advice of the principal, the director of extracurricular activities selects teachers to act as sponsors for a specified length of time, and may relieve them of such responsibilities when it is deemed advisable
- d. As an important factor in the guidance program, he administers a plan whereby each 9B pupil is made acquainted with the aims and activities of the various clubs and the method of joining one
- e. He administers a point system designed to prevent over-participation in extracurricular activities
- f. He prepares, collects, and files uniform blanks pertaining to the financial condition, the membership, and the time and place of meetings of the clubs
- g. He does not have jurisdiction over athletic activities (which will be managed by the athletic director) nor over

class elections and activities, except that he assigns participation points and thereby limits a pupil's activities in extracurricular fields

2. Information available

- a. The director of extracurricular activities has an accurate list of the school clubs, with a complete roster of members, officers, and sponsors
- b. Data concerning numbers of different pupils in club activities and the different number of clubs in which any one pupil holds either membership or office
- c. The scholastic records of all pupils
- d. A record of the frequency and length of club meetings

3. Results

- a. The school has data concerning the extent of participation in extracurricular activities
- b. It has a definite plan for introducing new pupils to the activities program
- c. A high percentage of pupils become participants in the extracurricular program, but no one pupil is permitted overparticipation
- d. The extracurricular program acquires great importance as an educational agency and gives the pupil participants definite responsibilities

PRINCIPAL AND VICE-PRINCIPALS

1. Activities

- a. The principal and two vice-principals enroll pupils from other high schools and assist them in making the adjustment which necessarily results from the change of schools
- b. They give the new pupils instruction relative to orientation, the requirements for graduation, and the general policies and regulations of the school. They put into the pupils' possession an eight-page folder which supplies all information needed immediately for satisfactory adjustment to the new institution
- c. The principals are ready at all times to assist pupils in the

adjustment of their schoolwork to the demands of in-school and out-of-school employment, home situations, to change in educational and vocational plans, and to develop abilities and interests

- d. The principals consult with pupils regarding infractions of the school regulations and codes of behavior and assess penalties for deliberate violations. This work is of very great importance in personality, character, and citizenship guidance
- e. In the field of social guidance, the principals have quasi-supervision over a large number of "unsponsored" social clubs. These clubs provide opportunity for social activity for great numbers of pupils outside of the regular school program and outside of the extracurricular program
- f. The principals pass upon requests for exemption from meeting graduation requirements and in that way guide pupils into fields suited directly to specific plans and scholastic abilities
- g. In addition to helping pupils directly, the principals refer them to other guidance agencies which may be in possession of more facts which have a bearing on the problems in question

2. Information available

- a. Health records, including those of the school nurse and statements of family physicians
- b. Reports of school visitors
- c. Reports of school psychologist and psychiatrist
- d. Scholastic records made by pupils throughout the public-school career (in Indianapolis) and high-school records made in other high schools
- e. Results derived from intelligence tests
- f. Written and verbal estimates of teachers regarding conduct, attitude, and ability of pupils
- g. Observations resulting from one or more personal interviews both with pupils and with their parents
- h. Information derived from consultation with other guidance agencies

3. Results

- a. The principals not only act as guidance functionaries but also constitute a coordinating agency for the entire guidance program
- b. A definite program is established and operated to aid the new pupils in becoming properly established in the new school situation
- c. Since the principals are readily available at all hours of the school day, no pupil need do without the advantage of counsel, regardless of how unimportant his problem may be
- d. Teachers frequently refer pupils to the principals for help
- e. The principals aid other guidance agencies in perfecting their methods and extending their services
- f. Through the regulations and policies regarding achievement and behavior, which the principals and teachers create and enforce, the entire school becomes one cooperative and coordinated unit working for the development of the best that there is in young people

SOCIAL SERVICE DEPARTMENT

1. Activities

- a. One school visitor serves in a given geographical district for an indefinite length of time. In this way the school and the home have the counsel of one who may have had personal contact with a given home situation for a long time
- b. The objective of the visitor is to keep the child in school as a happy and successful member of the institution
- c. The social service department secures from a number of sources financial aid for those homes in which it is needed
- d. The school visitor clears up misunderstandings arising between the home and the school and attempts to secure from the home the moral support needed to encourage the child to attend school regularly and to be successful in his work
- e. The school visitor seeks the help of other guidance agencies.

With the assistance of a principal, she secures a change in a pupil's program of studies; she gets medical and dental aid from the school nurse's department for pupils in need of it; she secures financial help and part-time employment for certain pupils from the dean of girls; she enlists help from the public-school psychologist and psychiatrist

- f. The social service department investigates home conditions with a view to recommending pupils for college scholarships and frequently secures scholarships for worthy young people
- g. This department keeps records concerning reasons given for dropping out of school. Members of the staff take persistent cases of truancy before the city juvenile court

2. Information available

- a. A complete record of the scholastic achievement of pupils from the first grade, if the schooling has been in Indianapolis
- b. Intelligence quotients
- c. Records of home conditions made from previous visits
- d. Teachers' and principals' written and verbal estimates
- e. Attendance records
- f. Health records

3. Results

- a. The staff of home visitors makes it possible for the school to enlist readily the help of the home and to understand more fully the problems confronting the child
- b. With the information which the visitors secure, the school and its guidance agencies are enabled to function more intelligently in the education of the child
- c. The school visitor removes many obstacles in the way of the pupil's success in the school

MISCELLANEOUS GUIDANCE AGENCIES

The requirements for graduation specify that pupils study one group of subjects that is regarded as of value to all future citizens. The requirements further expect pupils to select intelligently certain

other subjects which meet their needs and to pursue such a study (majors and minors) for a reasonable length of time. Such requirements constitute a very important factor in guidance.

Good school citizenship does not differ essentially from good state citizenship. The school regulations and policies, which direct the general conduct of pupils and are supported by the entire staff including the custodians and the supervisors of the cafeteria, corridors, and the campus, cannot be overlooked as an important guidance agency.

The opportunities which are given the pupils for self-scrutiny and self-rating on personality and citizenship questionnaires should be regarded as a part of the guidance program.

The meetings of the parent-teacher association in which the objectives and the management of the school are explained reflect themselves in pupil guidance.

The practice of occasionally designating a period in the day when teachers drop the subject matter in hand and hold discussions relative to personality, behavior, courtesy, and similar topics must be considered as a guidance factor.

The very existence of the extracurricular program, which offers many opportunities for pupil leadership, pupil management, and pupil cooperation, must be recognized as of great importance in training young people for participation in democratic assemblies and institutions.

An Over-all Program

EVA PRING

BLOOMINGTON HIGH SCHOOL

BLOOMINGTON, INDIANA

The Bloomington Junior-Senior High School has an enrollment of approximately 1,650 students, including grades 7B through 12A. Because of the crowded conditions in our building during recent years all sections of 7B except one have been retained in the elementary schools. In grades 9 through 12 there are approximately 500 rural students, who are brought on twenty busses from all parts of the county. Each September we receive about 150 rural ninth-grade students from thirty-two different rural schools, of which some are poorly equipped one-room schools.

In addition to a teaching staff of sixty-one classroom teachers, our faculty includes the principal, the assistant principal, the dean of girls, the counselor, the chief clerk, the librarian, and the assistant librarian. City-wide staff members who include the high school in their services are the teacher of corrective speech and lip-reading, the school physician, the school nurse, the school dentist, and the attendance worker.

The dean of girls and the counselor each teach one class. Certain classroom teachers who have been relieved of one or more classes assist with such activities as placement adviser, senior curriculum adviser, the testing program, curriculum study and research, managing the cafeteria, and directing visual education. There are forty-five members of the staff who serve as home-room advisers.

Organization and Administration of Guidance

For purposes of administration and because of his position as ultimate leader, the principal heads the guidance work of the school. However, the responsibility for the many phases of guidance is delegated by the principal to members of the staff. The principal is assisted with the general supervision of the guidance program by the assistant principal, who also serves on the guidance committee.

The counselor of Bloomington High School is actively in charge of the guidance program and is the member of the staff chiefly responsible for integrating and coordinating the many guidance activities of the school. Among the duties are the following:

1. To plan and supervise, with the guidance committee, the group discussions and other activities within the home rooms
2. To confer with the principal and deans on matters of policy concerning the guidance program
3. To confer with teachers and parents concerning maladjusted students
4. To assist with registration and orientation of new students
5. To be available to all students who come with personal problems or who wish educational or vocational advice
6. To arrange conferences and interviews for vocational interest groups

7. To work with the librarian in making available to teachers and students much educational and vocational reference material
8. To assist seniors interested in applying for scholarships to institutions of higher learning
9. To hold group conferences with 8A pupils in preparation for their entrance into high school
10. To serve the teachers and the students in every possible way which will benefit them individually and contribute to a happy and wholesome school atmosphere

The assistant principal (who is also the dean of boys) works closely with the attendance officer in the child accounting division of the school. Many home contacts are made through telephone calls, as parents are encouraged to report in advance a legitimate tardiness or absence. Occasionally, personal conferences concerning truancy or other misdemeanors are held with parents. Individual counseling with students is most frequently for the following reasons:

1. Referrals from teachers, because of unexcused tardiness or absence
2. Low marks of pupils in seventh and eighth grades
3. Arrangement of part-time schedules for boys with work permits
4. Adjustment of schedules in seventh and eighth grades for students having special talent in music or art, to provide additional work in those subjects
5. Teacher-pupil adjustment in personal relationships when a student is sent to the *dean* for unsatisfactory behavior

The assistant principal is also in charge of the testing program. The Stanford Achievement Test (Form D) and the Otis Group Test of Mental Ability are given to all 8A students and to all new 9B students each year. To one of the teachers has been assigned, as a part of her program, the marking and recording of these tests. The results are made available to all teachers who wish to consult the file. This year the tenth- and eleventh-grade students are also to be given a mental ability test. Occasionally the assistant princi-

pal makes referrals to the state mental hygiene clinic, which meets in our city every two weeks and works in cooperation with the psychological clinic of Indiana University.

When high-school girls are in a difficulty involving a conference with the dean of girls, the mother will often come voluntarily for a conference to help adjust the matter. The dean's conferences with junior-high-school girls are usually concerned with how to get along with others.

As chairman of the activities committees, the dean of girls arranges with club sponsors the time and place for the meeting of each club in order to avoid conflicts. General club regulations are drawn up and agreed upon by the activities committee and the club sponsors. The record of each student's participation in activities is kept on file in the office of the dean of girls.

The student council is under the joint sponsorship of the assistant principal and the dean of girls. Some of the objectives of the council include maintaining a satisfactory school spirit, serving as host to school visitors, training in leadership, and sponsoring such all-school projects as the filling of Christmas baskets for the needy, the spring festival, and the annual fall fun-festival to assist in raising money for the school service fund. The student council is the only school group permitted to hold social events following an athletic contest. Occasionally the council sponsors an all-school party and dance after a football or basketball game.

The parent-teacher association of the high school sponsors a student aid fund, which now amounts to about \$900. The administration of loans from this fund is shared by the dean of girls and one of the men teachers. Loans to students are made for books and school supplies. This service entails many conferences with students and parents, since a parent must come for an interview and sign the loan card when a loan is made. The students usually pay off the loans in weekly or monthly payments. The total loans during a semester to both boys and girls range between \$500 and \$600.

Both the assistant principal and the dean of girls assist in the school health program. If a student becomes ill at school he reports to the dean, who takes care of the emergency if neither school physician nor school nurse is available.

The developing health program of our school under the direc-

tion of the school physician is regarded as a major asset in the total guidance program of the school. The health service was reorganized under the leadership of a full-time physician whose major policy is the use of preventive rather than remedial measures. Smallpox and tuberculin skin tests were offered to every student in school. For those who registered positive reactions to the tuberculin test, X-ray was provided at cost, or free of charge to those who were unable to pay. Physical examinations are being given to all students whose parents sign the consent slips. These examinations are complete health examinations. A report of each examination is sent to the parents together with a questionnaire designed to survey the previous health history of the student's family. Parents are asked to fill out the questionnaire or come to the school physician's office for a conference. If they do neither, arrangements are made for the school nurse to call at the home.

The school physician and the school nurse are available for two hours each morning to check readmissions or exclusions, and to give first aid which will help students to remain in school. The school nurse is also on duty at the high school every afternoon.

Suggestions have been made to teachers to train them in habits of closer observation of their students so that they may detect evidence of health difficulties which should be brought to the attention of the physician. Teachers have also been instructed concerning proper ventilation of rooms and other means of preventing the common cold.

The school physician has taken a very active part in promoting a county-wide program of diphtheria immunization. The program has been given much preliminary publicity through the newspapers in an effort to educate the public and to arouse the interest and desire of parents to avail themselves of the opportunity to immunize their children.

Placement is another service of growing importance in the guidance program of the school. The placement adviser, as chairman of the placement committee, is the person chiefly responsible for assisting students to find part-time work or full-time jobs when they drop out of school or graduate. All calls concerning employment are referred to the placement adviser, who makes appointments, interviews applicants and helps to prepare them for interviews

with prospective employers, and who follows up students who have been placed, occasionally making adjustments between the employer and the student-employee. The placement adviser cooperates wherever possible with the State Employment Service, being frequently called upon to assist the state office in locating a high-school graduate who is qualified for a particular position. At the present time the placement adviser is working on a filing system and card forms to be filled out by applicants. Another project is to arrange the interchange of forms with the state employment office whenever recent graduates have been placed. Each spring all seniors are given an opportunity to register with the State Employment Service.

One outstanding accomplishment, for which much credit is due the placement adviser, was an occupational survey of the business firms and industries of Bloomington. The survey was made by the placement committee under the direction of the placement adviser and with the assistance of nearly fifty members of the senior class, who interviewed the employers of the city. Results of the survey were tabulated and were considered in planning curriculum revision in business education and in the practical arts courses. Data from the survey will also be of great practical value for vocational guidance in the home-room discussions and in individual counseling.

The senior curriculum adviser gives valuable educational guidance to members of the senior class by checking each senior's program to make sure he is meeting, or can meet, graduation requirements. Much individual help is given in some cases through personal conferences. Eleventh-grade home rooms that request her assistance also receive help in educational planning from the senior curriculum adviser.

Although the home room has been left to the last, it is by no means least in the organization for guidance in our high school. The guidance committee, which takes the leadership of the home rooms, is composed of one home-room teacher from each grade level in the senior high school; one teacher to represent the junior-high home rooms; the assistant principal; and the counselor, who serves as chairman. Each home-room teacher on the guidance committee serves as chairman and adviser for the home-room teachers.

of her grade in planning home-room discussions and other guidance activities of the home rooms. Each year the guidance committee has taken the leadership in considering the general guidance problems of the school, establishing policies and objectives and working on specific problems. A few years ago, when the home room and activity period now in operation was being considered, the guidance committee made a study of home-room activities and the length and time of day of the period in selected Indiana high schools as well as in other schools in the United States. During another year a major project was the preparation of home-room program outlines by the entire staff of home-room teachers under the direction of the guidance committee. Vocational interest surveys have been made repeatedly as a basis for vocational guidance. A study was made of student interests and needs from the standpoint of the student, the parent, and the home-room teacher. Recently the home-room teachers began holding small group meetings each month on school time to discuss the guidance problems of their respective grade levels, to exchange ideas, and to attempt to improve the home room.

Previously home-room discussion programs had been scheduled once every two weeks during the activity period. Because of conflicts with routine matters and other activity groups, the period was often inadequate for completion of satisfactory discussions. Now we are trying the plan of blocking in a special forty-minute period of home-room discussions once every two weeks by shortening the periods of a half-day session to forty minutes each. Morning and afternoon sessions alternate on this plan so that classes run on shortened periods once a month.

Some years there had been a student representative of each grade level on the faculty guidance committee. It was decided to try the plan of having a separate student guidance committee composed of representatives from each home room, which meets with the counselor to discuss problems and needs that can be included in the home-room meetings. When a major suggestion requiring faculty action comes from the student group, a delegated committee presents the proposal to the faculty guidance committee. The general plan is to have the seventh-, eighth-, and ninth-grade representatives meet separately from the upper-grade members in

order that more attention may be given to the needs and plans of each group. We think that this plan is more democratic, enlarges participation, and encourages student initiative and leadership in planning.

Within the home room, the center and core of the guidance program is found in the person of the home-room teacher. He is the member of the staff who individualizes and personalizes the guidance program. The home-room teacher is responsible for the following:

1. A helpful personal acquaintance and interest in each student
2. Orientation of the group into the life of the school
3. Administrative routine
4. Assistance to students in educational plans, selection of courses, and changes in curriculum
5. Assistance to students in vocational planning
6. Individual counseling with students concerning personal problems
7. Cooperation with the administration and the classroom teachers in achieving satisfactory adjustment of each student
8. Supervision of the home room as a unit in school citizenship which gives training and practice in democratic principles

A third period each day is used for home-room administrative routine and activities. The period is forty minutes in length. On three days of the week the period is used for clubs and other school activities; a fourth day is used for convocations; one day remains which may be used for planning the special home-room program meeting. Each home room is free to plan its own system of organization and to decide the number of officers and committeees. Each home-room teacher is encouraged to provide much student participation in the planning of all home-room activities.

As a concluding statement concerning the organization and administration of our guidance program, I should like to pay my respects to our administrators. In any high school the success of the guidance program must depend fundamentally upon the philosophy and attitude of the administration. In Bloomington High School we are fortunate in having a superintendent of schools who lends his moral as well as financial support to the guidance

program. The high-school principal gives invaluable aid to the program by his never-failing assistance and leadership in the solution of difficult problems, through freedom in planning and encouragement of initiative extended to all staff members participating in the program, and by his progressive outlook and efforts to keep the program dynamic and changing to meet the changing needs of our students.

Specific Guidance Activities

Preadmission Guidance.—A visiting day is held in the spring for rural students who will enter the ninth grade in the fall. The principal, the counselor, the deans, selected home-room teachers, and a committee of rural members of the student council plan and execute the day's program, which includes rural students on each bus serving as hosts to the visitors, an assembly program, a tour of the buildings and campus, a meeting with home-room teachers for information concerning the school and to complete program elections, and a visit to selected high-school classes.

Arrangements are made by the counselor with each elementary principal to schedule at his convenience a visit of new seventh-grade students. The visitors are met by the counselor, who explains the general plan of the building and sends them on a tour under the direction of a student guide. After the tour the counselor again meets with the students to answer questions concerning the school. These visits require about an hour.

A similar visit and tour is held for in-coming ninth-grade students from the parochial school, except that the counselor helps each student complete his program election card. Prior to the visit the counselor calls at the parochial school and assists one of the sisters to an understanding of the ninth-grade offerings in order that she may advise her students in planning their courses.

In the 8A home rooms of the junior high school, the home-room teachers are chiefly responsible for advising and assisting their students in planning their ninth-grade courses, but the counselor meets with each group and gives additional assistance as needed.

Orientation.—In the seventh- and ninth-grade home rooms much assistance is given in adjusting students to the new school situation through the group guidance discussions of the special home-room

period, through extensive study and discussion of the high-school handbook, "The Compass," and through the individual counseling of the home-room teacher. Assembly programs are planned that will acquaint the student with the club offerings of the school and will give him some idea of school traditions and school spirit.

New students who enter the seventh or eighth grade during the year are given special assistance by the assistant principal. New students entering one of the upper grades are received and aided by the counselor. Upon registration the new student receives a free copy of "The Compass" and a mimeographed pamphlet entitled "What the New Student Should Know about Bloomington High School." After a conference with the counselor in which the student's course is carefully planned, the student is taken on a tour of the campus by a student guide who acquaints him with the building, introduces him to his teachers, and assists him in enrolling in classes.

Study of Pupils.—A constant effort is made to place at the center of our thinking a study of our students—their interests, problems, and needs. Through the coordinated work of the health department, the testing program, the services of the deans and the counselor, and the cooperative efforts of classroom and home-room teachers, much can be accomplished. Home-room teachers keep for reference a home-room card for each student which indicates his family background, his interests and out-of-class activities, his educational and vocational plans, and his scholastic record. Each senior also fills out the Senior Guidance Census form provided by Purdue University. This form is also kept by the home-room teacher until the close of the year. In the counselor's office is a cumulative record folder of each student in school. As this file is newly established, suggestions on how to make it more effective and useful to teachers would be appreciated. The research department is making a study of the success in college of the graduates of the past five years. It is hoped that the results of this study will assist us to more effective guidance of our students.

Personal-social Adjustment.—While much is done toward personal and social adjustment through clubs, the home room, and various all-school activities, definite efforts are made in this phase of guidance through the classroom. All incoming freshmen are given an

elementary course in health, which is essentially designed to provide orientation and the development of personality. The boys' classes use as a text *The Boy and His Daily Living*. The course contains units on social etiquette, personal appearance, the selection of clothing, and household management, including budget making and savings accounts. In the girls' classes there is no text, but several books are used as references, among which Boykin's *This Way, Please* is frequently consulted. The girls study good grooming, poise, posture, social etiquette, and appropriate dress. These units are considered basic to good mental health and introductory to the study of physical health, which is emphasized in the following semester.

For purposes of personal, social, and vocational guidance every classroom teacher plays a highly important role. Our guidance philosophy maintains that in the long, persistent effort to correct maladjustments no one can have more influence than the classroom teacher. The teacher who is alert and skilled in noting early signs of significant maladjustment makes an important contribution to the school's guidance program.

Vocational Guidance.—Within the limit of this paper it is impossible to do more than briefly to outline the vocational guidance activities in our school. Vocational information is given through library services, exploratory courses in the junior high school, a class in occupations, vocational implications of the various subjects as given by the classroom teachers, home-room discussion programs, visual aids, a county-wide educational and vocational conference for seniors, auditorium programs, speakers for vocational interest groups, articles in the school newspaper, field trips, personal interviews, use of interest inventories, and individual counseling.

Library Services.—Since the provision of adequate guidance materials and assistance in their use is of vital importance in the functioning of a guidance program, we are particularly happy over the abundance of materials and the library facilities of our school. In the senior-high library a separate guidance shelf is maintained which contains books, magazines, and pamphlets pertinent to guidance. Here the student will find a complete set of "Careers" monographs, numerous "Success" pamphlets, and books dealing

with specific vocations. Books on subjects of significance in home-room discussions are also found here. The student interested in obtaining information on colleges will find a collection of college bulletins and various books dealing with how to succeed in college.

In the counselor's office there is maintained a branch library of professional books on guidance and various books containing helpful materials for home-room group guidance. With the assistance of the guidance committee much of this material is rotated among the home rooms.

Evaluating the Program

CARL M. HORN

OCCUPATIONAL INFORMATION
AND GUIDANCE SERVICE

DEPARTMENT OF VOCATIONAL EDUCATION

LANSING, MICHIGAN

Q A check list to measure the major aspects of the program.

1. Individual inventory

- a. Do you have a cumulative record which is as comprehensive as the CA-39? Yes No
- b. Is such information recorded as Vocational Plans, Educational Plans, Interests and Hobbies, Special Talents, Health Facts, Work Experiences? Yes No
- c. Are the records used by most of your teachers? Yes No
- d. Do you have a record of two intelligence tests, one interest inventory, a mechanical aptitude test, achievement tests in reading and mathematics? Yes No
- e. Is there an organized effort to determine the problems and needs of all the pupils? Yes No

2. Occupational information

- a. Does every pupil study the "world of work" in a unit or course in the eighth, ninth, tenth grade? Yes No
- b. Do most teachers discuss the occupational application of their subjects? Yes No
- c. Do you provide exploratory experiences for all pupils? Yes No
- d. Has an occupational survey been made in your community? Yes No
- e. Are pupils taken on trips to industries, business places, professional and public services? Yes No

- f. Do you use visual aids frequently for guidance purposes? Yes _____
No _____
- g. Do you have a classified file of occupational materials? Yes _____
No _____
- h. Do you have a career day program? Yes _____ No _____
- i. Do you have a large file of college, trade schools, and other educational institution catalogues? Yes _____ No _____
- j. Are any provisions made for part-time work experiences for credit? Yes _____ No _____

3. Counseling

- a. Do you have counselors or teacher-counselors with a minimum of two hours per pupil per year used for counseling? Yes _____
No _____
- b. Is the classroom teacher's place in counseling clear? Yes _____
No _____
- c. Is each student counseled regarding his high-school program in the ninth or tenth grade? Yes _____ No _____
- d. Is each student counseled regarding post-school plans? Yes _____
No _____
- e. Is such a relationship established that pupils bring many personal problems to teachers and counselors? Yes _____ No _____
- f. Does every student have a counselor or teacher-counselor who follows him for two or more years? Yes _____ No _____
- g. Do counselors or teacher-counselors confer frequently with the pupils' other teachers? Yes _____ No _____
- h. Do the teacher-counselors use records continuously? Yes _____
No _____
- i. Is use made of psychiatric services? Yes _____ No _____
- j. Are case conferences held as an aid to counseling? Yes _____ No _____

4. Placement

- a. Does your school assume responsibility for aiding the individual in his first placement after leaving school? Yes _____ No _____
- b. Is responsibility for placement definitely assigned? Yes _____
No _____
- c. Is continuous contact made with local employers to determine job opportunities? Yes _____ No _____
- d. Is training provided in how to apply for jobs? Yes _____ No _____
- e. Is the placement service coordinated with the nearest U.S.E.S.? Yes _____ No _____

5. Follow-up

- a. Are graduates followed up regularly? Yes _____ No _____
- b. Are dropouts followed up regularly? Yes _____ No _____

- c. Do you know what percentage of your 1938 graduates started to college? Yes No
- d. Do you know what percentage of those who started to college in 1938 were graduated in 1942? Yes No
- e. Do you know how many went into other types of training? Yes No
- f. Have you changed your curriculum because of what you have learned through follow-up? Yes No
- g. Have you evidence to show the values of the high-school education to your boys in the armed forces? Yes No
- h. As a result of follow-up of the boys in the armed forces, do you contemplate any changes in your curriculum? Yes No
- i. Do students have a major share in making follow-up studies? Yes No
- j. Do you know what kinds of occupations the majority of your graduates and dropouts eventually enter? Yes No

6. Miscellaneous

- a. Is someone responsible for guidance? Yes No
- b. Do you have some of the latest books on guidance? Yes No
- c. Are case conferences held on some students? Yes No
- d. Is there a definite plan for bridging the gap between high school and the previous grade? Yes No
- e. Have you had the assistance of some guidance specialist? Yes No
- f. Do you have a guidance committee? Yes No
- g. Has your curriculum been revised recently in terms of the problems and needs of the pupils? Yes No
- h. Do you provide special preinduction guidance? Yes No
- i. Have you participated in planning for the readjustment of the veterans? Yes No
- j. Do you provide for work experience as part of the curriculum and give credit for it? Yes No

Conclusions

The guidance program must be "tailor made" to fit the conditions found in the individual school. It must be built carefully and must be planned so that it may develop over a period of time. It must be extensive in scope so that few student needs are neglected. It must be sufficiently inclusive to involve almost all the staff. It must be so set up that many community resources are utilized. It must provide for student participation in planning and carrying

on the program. The guidance program must use the best of the tools and techniques available. Ample reading resources and other learning devices should be available. The program must provide individual counseling services carried on by competent counselors. Finally, the guidance program will not succeed unless it has the support, the encouragement, and the leadership of the administrators.

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INDEX

A

Adults, counseling program for, 206
service to, 214
Adviser system, successful operation of, 24-26
Advisers, chosen by pupils, 23, 230, 231
 educational, 281, 283
group, 22
vocational, 283, 284
Albany, N. Y., Philip Livingston Junior High School, 71, 167, 168, 170, 172
Aldrich, Bess S., 76
Aliquippa, Pa., Senior High School, 196
Alliance, Ohio, public schools, 220
Alpern, Hymen, 143
Alter, Harry M., 166
Altoona, Pa., Roosevelt Junior High School, 99
American Association of University Women, 267
American Council Examination, 160
American Education Week, 65, 66
American Technical Society, 4n.
Anecdotal cards, 228, 229
Application blanks, how to fill out, 184
Art Institute of Chicago, 159
Art of living course, 89, 90
Articulation program, 64-66
Ash Grove, Mo., High School, 155
Assemblies school, guidance through, 133, 134
Athletics, director of, in guidance program, 293
 information available for, 293, 294
Audimeter test, 252
Augusta, Kan., public schools, 175
Aurora, Ill., East High School, 101
Aurora, Mo., public schools, 7, 58
Auto mechanics vocational course, 177

B

Bacon, Francis, 23, 165
Banking, occupational study of, 171
Barthold, Louise E., 108
Battle Creek, Mich., Lakeview Senior High School, 11
public schools, 218
 Senior High School, 226
Baurenfeind, Harry B., 173
Beachley, Catherine, 89
Beaumont, Dorothy, 4, 199
Beaver, Alice T., 17
Behavior, pupil, 223, 224
 of high school entrants, 20
Bellingham, Wash., High School, 164
Belmont, Mass., Junior High School, 199
Bennett, "Beyond High School," 190
Bennett, H. R., 16
Bennett, W. S., 8
Berkeley, Calif., High School, 5
Berry, Wayne, 207
Beverly Hills, Calif., High School, 166
Binet tests, 199, 253
 Stanford revision of, 18, 250
Bingham, Walter W., 246
Bloomington, Ind., High School, 299-310
 guidance program of, 300-310
Boston, Paul F., 195, 223
Boykins, "This Way, Please," 309
Boys, career club for, 119
 life relations of, 35, 36
Breck, "Jobs for the Perplexed," 190
Brenneman, Elsie, 116, 229
Brewster, Royce E., 224
Brooklyn, N. Y., Eastern District High School, 128
Budde, Nelson J., 242
Building trades, vocational course for, 177
Bundles for Britain, 112
Burros, Oscar K., 246
Burtt, H. E., 247

Business and Professional Women's Club,
160

C

Cahill, Daniel J., 142

California Tests of Mental Maturity,
Preprimary and Primary, 252

Career, conference on, 165

talks on, 167

Carey, Robert E., 7, 40

Carnegie Art Collection, 112

Carpenter, Doyle E., 120

Carr, Margaret, 124

Carroll, Gladys, 76

Carroll, Mary, 154

Cassavant, Theodore W., 71, 167, 168,
170, 172

Cather, Willa, 76

Chicago, high schools, Amundsen, 78

Crane Technical, 273

Flower, 133, 135

Harper, 157

Lake View, 126, 127, 200, 223, 235–
237

job opportunities in, 185, 186

Chrisler, Marie, 137

Classification quotient, 248

Classroom teachers (*see* Teachers)

Cleaver, "Making a Job for Yourself,"
190

Cleeton Vocational Tests, 160

Cleveland, Ohio, John Adams High
School, 5

Clinics, child guidance, 21

Clinton, Iowa, High School, 7, 225

Clubs, boys' career, 119, 124

girls' career, 125

hostess, 124

leaders', 117, 118

products made by, 121, 122

role of, in guidance program, 120

Co-curricular activities, 107, 141

and group guidance needs, 107

various types of, 108–111

(*See also* Clubs; Student Councils)

College, counseling, student participation
in, 229

guidance committees, 154, 289

planning for, 196

College Blue Books and Directory, 197
Columbia, Mo., Hickman High School,
60

Commonwealth, The, 214

Community Youth Council, 222

Conference Groups, 9B, 285, 286

Conferences, individual, 59

Connecticut State Employment Office,
179

Connecticut Vocational Guidance As-
sociation, 33

Cooperative work-school program, 160,
175

Core curriculum, guidance as part of, 81

Cornell, Katherine, 76

Correspondence courses, 190

Cortland, N. Y., public schools, 43
Senior High School, 153

Counseling, adult, 206, 214

in Chicago high schools, 200

college, 229

duties of counselor in, 199

of educational and social problems,
41–43

general aims of, 5

and guidance, 5

individual, a plan for, 224, 225

through marks, 82, 88

for Negroes, 215–217

services, 23, 24

suggestions, 207

teachers as counselors, 200

types and organization of, 14

for veterans, 207–214

Crerar, Everett L., 196

Creston, Iowa, Senior High School, 120

Cronin, Archibald, 76

Curie, Marie, 76

D

Damrosch, Walter, 76

Danbury, Conn., High School, 173

Darley, John G., 246

Davis, C. M., 191

Dean of girls, duties of, 290, 291

Degener, Nonda L., 178

Deland, Margaret, 76

Democracy, in choice of advisers, 23
 in home-room practice, 205
 obligations of, 115, 116
 in student councils, 113-115
 two fundamental aspects of, 113, 114
 den Bleyker, Katharin, 231
 Department of health and physical education, 95-97
 Des Moines, Iowa, Callanan Junior High School, 130
 Detroit primary intelligence test, 248
 Dixon, Fred B., 60
 Doney, Russell, 59, 206
 Donley, A. L., 6
 Dorman, A. R., 41
 Dover, N. H., High School, 77
 Dowd, Dr. Bernard J., 100
 Drake, Charles A., 247
 Dropouts, 172
 (*See also* School leavers)
 Dunn, Maud Wilson, 14
 Durbahn, Walter E., 177

E

East Lansing, Mich., 180, 237
 Egan, John, 157
 Eldred, Donald M., 173
 Elections, of school officers, 108, 109
 of school studies (*see* Subjects)
 Employment opportunities course, 82
 English classes, guidance in, 76, 77
 occupational usefulness of, 168
 vocational guidance through, 75, 76
 Erickson, Clifford E., 48n, 180, 253, 262, 276
 Evans, J. Harwood, 190
 Evanston, Ill., Adjustment Council, 182
 High School, 139, 165, 187, 189
 job opportunities in, 186
 public library, 190
 Township High School, 23, 95
 Extracurricular activities, 294, 295

F

Faculty Coffee Club, 224, 225
 Faculty cooperation, necessity of, in guidance, 10, 12

Fairfield, Conn., public schools, 31-33, 178
 Fairmont, W. Va., public schools, 232
 Federal Employment Service, 270
 Federal wage and hour law, 189
 Federation of Student Councils of the Central States, 109
 Ferber, Edna, 76
 First graders, guidance for, 17-19
 Flint, Mich., Emerson School, 53
 Follow-up and guidance, 3, 52
 Fort Dodge, Iowa, Senior High School, 160, 175
 Four-year plan for high school, 257
 Fowler, Fred M., 244
 Freeport, Ill., High School, 226

G

Gaffney, Matthew P., 24, 79, 92, 113, 119, 123, 125, 144
 Gephart, Bess E., 99
 Gilliland, John, 7, 58
 Girard, Ohio, steel industry, 164
 Girls, career clubs, for 125
 life relations of, 35
 social room for, 134
 Glen Ellyn, Ill., public schools, 17
 Goldstein, "Personality and the Job," 190
 Good citizenship in school and state, 299
 Good manners, 125, 128, 133, 139, 174, 184
 Gordon, Mark D., 5
 Government, effect of, on job, 182, 188
 services for veterans, 214
 Gracey, Harry F., 90
 Graduates, employment status of, 218-220
 Grand Rapids Mich., Creston High School, 196
 Green Bay, Wis., East High School, 196
 Greencastle, Ind., public schools, 195, 223, 224
 Greenville, S. C., High School, 175
 Guidance, activities in a technical high school, 33-38
 agencies, miscellaneous, 298

Guidance, through assemblies, 133
 Bloomington program of, 99-310
 toward civic maturity, 113
 through class meetings, 135
 in the classroom, 75
 in college committees, 154
 committee, formed by students, 197
 and core curriculum, 81
 councils, organization and functions of, 14-16
 counselors, 41-45
 department, personnel of, 43, 44
 difficulties in, 28
 director, responsibilities of, 40, 41
 educational and occupational, 26-28
 evaluation of, 310-312
 in Fairfield, Conn., 31-33
 of first graders, 17-19
 forms and records in, 44
 four-year plan of, 145, 146
 handicaps to, 262-264
 toward health, 94
 for high-school entrants, 20
 through individual conferences, 59
 as an individual matter, 231
 individualized, through occupations class, 146
 information service in, 45
 through journalism, 139, 140
 letters, as contacts, 156
 on limited budget, 39
 and occupational information, 2, 142-194
 organizing of, 10-47
 an over-all program of, 299
 and personal information, 2, 79, 80
 and physical education, 79, 80
 preadmission, 307
 and pupil, 166, 167
 purpose of, 11, 12
 and reading ability, 78, 79
 role of school clubs in, 120-125
 through school radio programs, 156
 through school subjects, 168, 169
 within school system, 16
 scientific methods in, 235
 self, 145, 146
 services included in, 280, 281
 starting program of, 11-14

Guidance, through subject analysis, 69-71
 for teachers, counselors, administrators, check list on, 258-262
 various definitions of, 1, 3-9
 vocational, 139, 142-194
 "Guidance in the Secondary School," 48n.

H

Hagerstown, Md., Senior High School, 89
 Hames, Everett R., 220
 Hampel, Cora E., 5
 Hamrin, S. A., 48n.
 Hamster, Agnes, 247
 "Handbook of American Universities and Colleges," 24
 Handicaps, of students, 201-203
 Harold Upjohn School of Special Education, 202, 203
 Hart, Robert, 75
 Hayes, Eleanor, 199
 Hayward, Virginia A., 64
 Health, department, cooperation with physical education, 80, 95-97
 guidance toward better, 80, 94, 302, 303
 information, uses of, 98
 officers, student, 99, 100
 orthopedic needs of students, 80
 program in school, 95
 student, community interest in, 95, 96
 suggestions for, 101-104
 tuberculin tests, 100
 Heathcote, D. J., 201
 Heiser, Victor, 76
 Henmon-Nelson Test of Mental Ability, 252, 253
 Henry, Mary Bess, 229
 Herculaneum, Mo., public schools, 6
 Heyliger, William, 76
 Highland Park, Ill., High School, 177, 178
 Highland Park, Mich., High School, 62
 High school, entrants, guidance for, 20
 registration blank for, 255, 256
 self-guidance plan for, 145, 146
 Hilton, James, 76
 Hoke Prognostic Test of stenographic Ability, 251

Hollon, Louise M., 8
 Home economics, guidance through study of, 74, 75, 77
 Home room, activities of, 30, 31
 extended, 82
 plan of operation, 24, 25
 problem solving in, 30, 31
 senior, 30, 31, 197, 221, 287
 teachers' activities in, 306
 as center of guidance program in, 306
 information available for, 287
 responsibilities of, 204, 205
 Home study, conditions, 104
 physical setup for, 91
 Honolulu Teachers' College Intermediate School, 117, 118
 Honor study halls, 131, 132
 Hoover, Guy, 222
 Horn, Carl M., 4, 207, 258, 310
 Houston, Mo., public schools, 162
 Howell, E. S., 164
 "How-to-be-charming" studio, 128, 129
 Hull, J. D., 174
 Human engineering, course in, 232, 233
 Humphreys, "How to Choose a Career," 190

I

Illinois State Employment Service, 186, 189
 Illinois State Normal University, 116, 229
 Indall, F. J., 166
 Indiana University psychological clinic, 302
 Indianapolis, Ind., school visitors, 298
 Shortridge High School, 280, 281, 290
 Industries, inspection trips to, 170-172
 Institute of Research, 160
 Interior decorating, school guidance in, 158, 159
 Interviewing, group, 22
 trial, 173, 174
 of veterans, 208-211
 "Introduction to the Study of Occupa- tions," 147
 Iowa Silent Reading Score, 225
 Iowa Silent Reading Test, 66
 Iowa State Teachers College, 77

J

Jamestown, N.Y., High School, 152
 Job getting, ABC's of, 182
 beyond high school, 191-193
 competition in, 187
 employer and employee in, 187, 188
 factors in, 181
 good manners in, 184
 government effect upon, 188
 help wanted ads in, 187
 the interview, 187
 as a job in itself, 182
 letters of application for, 183
 locating opportunity in, 179, 185, 186
 personal appearance in, 183
 reading as preparation for, 190
 suggestions for, 178, 179
 Job surveys, 162, 163
 Johnson, A. A., 138
 Johnston, F. N., 7, 225
 Journalism, guidance toward, 139, 140

K

Kalamazoo College, 220
 Kalamazoo, Mich., Board of Education, 21
 Mich., Public Health Service, 100
 public schools, 5, 59, 100, 201, 206, 231, 242, 244, 247
 State Hospital, 21
 Vine School, 21
 Washington School, 242
 Kansas City, Mo., Art Institute, 159
 Department of High School Counseling, 69, 83, 157
 public schools, 86
 Westport High School, 83
 Keating, Mary H., 29
 Kenosha, Wis., Senior High School, 137
 Kingsley, John H., 71
 Kiwanis Club, 160, 164, 167
 "Knowing Yourself and Others," 146
 Kreis, Phyllis, 126, 135, 235
 Kuder Interest Inventory, 252
 Kuder Preference Record, 146, 256

L

Laffin, Charles W., 22
 Lancaster, N.Y., public schools, 221
 Language classes, occupational usefulness of, 169
 Lansing, Mich., Board of Vocational Education, 207
 Cumulative Guidance Record, 252
 Department of Education, 310
 Occupational Information and Guidance Service, 258
 public schools, 252, 254, 255, 257
 Leaders' clubs, 117, 118
 LeDoux, A. Catherine, 78
 Letters of application, 157, 183
 Liberty, Mo., Junior-Senior High School, 229
 public schools, 228
 Senior High School, 5
 Librarians, school, guidance work of, 292, 293
 Library, school, use of, for guidance, 220, 309
 Lincoln, Joseph, 76
 Long Beach, Calif., city schools, 14
 Long Branch, N.J., Junior High School, 20
 Los Angeles, Calif., City Board of Education, 191
 John Burroughs Junior High School, 4, 199
 Manual Arts High School, 229
 Metropolitan High School, 191
 Metropolitan School of Business, 191
 Theodore Roosevelt High School, 81
 Lovejoy, Esther L., 39
 Lynn, Mass., English High School, 39
 Lynn, Virginia, 224

M

"Manual for Occupational Studies Leaflet," 149
 Marceline, Miss., public schools, 8
 Marks (*see* School marks)
 Maume, Ohio, High School, 75
 Maywood, Ill., Proviso Township High School, 64-66, 154

McCaffrey, Julia, 124
 McClard, Charles E., 5, 228
 McClusky, Mary, 160, 175
 Metropolitan Achievement Tests, 225, 252
 Metropolitan Guidance Program, 192
 Metropolitan Readiness Tests, 18
 Michigan Cumulative Record Folder, 252
 Michigan Hygiene Society, 21
 Michigan State Board of Control for Vocational Education, 4, 207*n.*, 258
 Michigan State College, 180, 181, 237, 253, 262, 276
 Michigan State College Counseling Laboratory, 238
 Michigan Tuberculosis Association, 101
Military Training Corps, 97
 Minneapolis, Minn., public schools, 204
 Minnesota Paper Form Board, 253
 Minnesota Vocational Test for Clerical Workers, 252
 Milwaukee, Wisc., Whitefish Bay High School, 29
 Montague, Harry, 176
 Munson, J. B., 252, 254, 255
 Muscatine, Iowa, public schools, 138

N

Nashua, N.H., Junior High School, 69
 Nashville, Tenn., George Peabody College for Teachers, 134
 National Academy of Art, Chicago, 159
 National Association of Medical Technologists, 158
 National Association of Secondary School Principals, 267
 National Honor Society, 154
 National Intelligence Test, 248
 National Resources Planning Board, 265*n.*
 National Vocational Guidance Association, 4
 National Youth Administration, 215, 216
 Negroes, counseling service for, 215, 217, 218
 Nelson, A. Gordon, 31
 Nelson-Denny Reading Test, 253
 Nelson, Edith, 133
 New Bedford, Mass., High School, 41

New Trier Township High School, Winnetka, Ill., 24, 79, 92, 113, 115, 116, 119, 123, 125, 144

New York, N.Y., Evander Childs High School, 142

Newport, R.I., Rogers High School, 124

Niles, Ohio, McKinley High School, 52, 93, 163

Nine B conference groups, 285, 286

Ninth grade citizenship course, 58

Noar, Gertrude, 82

Normal, Ill., 116

North Bennington, Vt., High School, 176

North Plainfield, N.J., High School, 82

Norrix, Loy, 5

Nursing, preview to, 173

Nyeweide, Garrett, 152

O

Occupational adjustment, eleventh and twelfth year courses in, 153

Occupational aid, through outside speakers, 166

Occupational information, aims of, 2, 153
importance of, to guidance program, 142
through letters, 155, 156
provided by classroom teachers, 142-144
and vocational guidance, 142-194

"Occupational Information and Guidance Service, The: A Report of Progress," 2n.

Occupational Information and Guidance Service, U.S. Office of Education, 149, 244, 264, 267

Occupational studies, of banking, 171
leaflet for, 149-152
local, 174
of nursing, 173
of steel industry, 164

Occupations, 2n.

Occupations class, individualized guidance through, 146-148

Occupations, list of, 143, 144
suggested by study of home economics, 74, 75

Office of Veterans' Affairs, 207

Old Age and Survivor's Insurance, 188

Olsen, George, 95

Omaha, Neb., Technical High School, 33-38, 220-223

Orientation, and curriculum, 58
as guidance objective, 136
through a handbook test, 60
practices outlined, 49-52
problem of, 48
questionnaire, 53-58
to senior high school, 62-64
in seventh- and ninth-grade home rooms, 307
of sophomores, 138
through visits to junior highs, 59

Orthopedic cases, 202

Osage, Iowa, High School, 75
public schools, 144

Oshkosh, Wis., High School, 190

Oswego, N.Y., public school, 16

Otis Group Test of Mental Ability, 301

Otis I.Q. Scores, 225

Otis Quick Scoring Mental Ability Test, 66

P

Panella, N.J., 49

Parent Teacher Association, 96, 126, 204, 205

Parents, cooperation of, importance of, 52, 53, 90, 105, 204, 205
letters to, 18, 52, 53

Parkersburg, W. Va., Central Junior Senior High School, 156

Parsons, Carrie A., 134

Parsons School of Design, The, 159

Patterson, D. G., 246

Paxton, Ill., Community High School, 230
public schools, 23

Peebles, Clarence M., 30, 197

Pegg, Harold J., 99

Penty, Ruth, 218, 226

Philadelphia, Gillespie Junior High School, 82

Physical education classes, guidance in, 79

Placement, and follow-up, 46
and guidance, 3

Port Huron, Mich., Senior High School, 28

Post, Emily, 125

Pratt Institute, 159

Principal, acquaintance of, with school, 229
 assistant, duties of, 301
 information available to, 296
 part of, in guidance, 296, 297
 and vice-principal, 295

Pring, Eva, 299

Progressive Achievement Tests, 252

Proviso Township High School (*see* Maywood, Ill.)

Psychograph, use of, in Chicago, 237

Pupil behavior, 223, 224

Pupil Survey Blank, 253

Pupils, ability of, above achievement, 196
 advisers chosen by, 230
 "bright," locating of, 199
 counseling of, individual, 225
 failure of, to cooperate, 81
 failures, counseling of, 93, 94, 226
 handicapped, 201-203
 health of, 80
 individual differences in, testing for, 199
 intramural activities, run by, 81
 low scholarship, reasons for, 227
 new, adjustment of, 48, 49
 personal and social problems, 226
 questionnaire for problems, interests, needs of, 253

Purdue University, 308

Reading ability and job getting, 190
 vocational guidance through, 144

Record system, as basic part of guidance program, 243
 cards used for, 244
 cumulative, development of, 242
 forms, junior-and-senior-high school and elementary, 243
 immediate and permanent value of, 242

Records and testing program, 252

Red Cross, 112, 213

Reserve Officers' Training Corps, 110

"Responsibilities of Counselors Suggested in Terms of Practices, Procedures, Principles, Techniques, and Resources, as Applied to Counseling Situations," 207n.

Rice, Emmett A., 280

Richmond, Va., Consultation Service, 214-217
 "Handbook of Vocational Information Services," 217

Professional Institute, 218

Riverside, Ill., Riverside-Brookfield High School, 30, 197

Robinson, H. H., 175

Ross, Laurence W., 175

Rotary Club, 33, 160

Ruch, Giles M., 246

Rural high schools, guidance problems of, 155, 156

Rural students, 307

S

Quarles, J. N., 155

Queens, N.Y., Vocational High School, 6, 22

R

Radford College, 218

Radio programs in school, 156

Ransdell, Martha, 163

Readers' Guide to Periodical Literature, 267

Reading ability, aids to, 78, 79
 as guidance function, 78, 79

St. Joseph, Mo., Central High School, 108

Salary, starting, 82

Savage, William R., 214,

Sawyer, George H., 75, 144

Schneidler, G. G., 246

Scholarship fund, building of, 123

School building constructed by students, 177

School guidance program, use of tests in, 245

School leavers, follow-up studies of, 264-273
 (*See also* Dropouts)

School marks, counseling through, 86, 87, 88
interpretation of, need for care in, 88
standards sheet form for, 86, 87
School newspaper, as vocational guidance aid, 140, 157
School nurse, activities and responsibilities of, 289, 290
School staff, role of, in guidance, 280
School visitor (*see* Social Service Department)
Schorling-Clark-Potter Arithmetic Test, 66
Science Research Associates, 160, 190
Segel, David, 246
Selective Service Board, 213
Self-appraisal, 136, 137
Self-guidance, 145, 146
Self-study, 147, 148, 153
Senior forms, 126-128
senior group conferences, 223
senior home-room program, 197, 198
Shaber, Martha, 69
Shaker Heights, Ohio, Senior High School, 8
Shapiro, H. L., 117
Sheean, Vincent, 76
Showalter, John F., 33, 220-223
Six-day-week law, 189
Smith, F. L., 221
Smith-Hughes classification of trades training, 177
Smith, Nella, 131
Social Security, 188, 189
occupations not covered by, 189
Social Service Department, 297, 298
South Amboy, N.J., School No. 2, 124
Speakers Service Bureau, 130, 131
Spence, Hartzell, 76
Spencer, P. R., 26
Springfield, Mo., Senior High School, 174
Stanford Achievement Test, 252, 301
Stanford-Binet tests, 18
Steel industry, occupational information about, 163, 164
Stephens College, 220
Straight, J. J., 232
Strimer, Robert M., 156
Strong Vocations Test, 146
Struthers, Ohio, High School, 131
Studebaker, J. W., 2n.
Student councils, citizenship and democracy taught by, 113-115
and cleanup campaigns, 116
and discipline, 113
elections of members, 116
in elementary school, 116
fair play taught by, 113-116
financial barriers eliminated by, 114
good conduct developed by, 116
and good manners, 125, 128, 133, 139
in grades below seventh, 118
and leadership, 118
philosophy and purpose of, 113, 114
safety programs organized by, 110
and school social activities, 114
social responsibility furthered by, 112-115
and student opinion, 107
and student participation in school government, 108
Student problems, finding of, 237
forms for, in high school, 238-241
Student Survey Blank, 273-276
Students, isolated groups of, 138, 139
Students' aid fund, 302
Students' Cooperative Association, 138
Study, physical conditions for, 91, 104
Study hall, as guidance center, 29, 30
student-supervised, 92
Subject-matter conferences, 83-85
Subjects, allied to vocations, 71, 74
guidance in selection of, 69
vocational possibilities of, 168, 169
Swem, Boyd R., 146
Swinney, John, 23, 230

T

Tarkington, Booth, 76
Teachers, classroom, activities of, 68
as counselors, 41-45, 200
guidance for, 258-262
in guidance program, 68, 276, 277, 288, 289
in-service training of, 221
reports to counselors, 227, 228
home-room, activities of, 286, 287

Teachers home-room, as center of guidance program, 306
 relationship of, to pupils, 205
 responsibilities of, 197, 204, 205
 Teachers College, Honolulu, Intermediate School, 117, 118
 Terhune, B. R., 82
 Terman Group Test of Mental Ability, 249
 Test age, 248
 Testing, programs, 12, 13
 psychological, 136
 Tests, aptitude, 251
 Binet, 18, 199, 250, 253
 complete program for, 247
 Detroit primary intelligence, 248
 group intelligence, 248-250
 handbook, 60, 61
 special aptitude, 253
 of stenographic ability, 251
 types of, 252, 253
 use of, in counseling, 246
 use of, in private employment, 246
 use of, in school guidance, 245
 Thomas, Gene, 21
 Thomas Metcalf Training School, 116
 Thomas, T. N., 11
 Tomlinson, M. J., 28
 Torrington, Wyo., High School, 224
 Trenton, N. J., Central High School, 26
 Tryout experience, 176

U

Unemployment compensation, 188
 United States Employment Service, 216
 United States Office of Education, 149, 244
 United States Office of Information, Vocational Division Bulletin, 2n.
 United States Summary, practice in use of, 147
 Upper Darby, Pa., adult school, 90

V

Vallery-Radot, René, 76
 Verhulst, Grant, 139
 Vermont State Agricultural school, 176

Veterans, assistance to, 210-214
 counselors, for, 207
 interviews with, 208, 209
 Virginia State Department of Education, 215, 218
 Virginia State Employment Service, 215
 Virginia Union University, 218
 Visiting teachers, 232
 (*See also* Social Service Department)
 Vocational bulletins, 157-158
 Vocational conference, 165
 Vocational guidance, through all classes, 166
 through community contacts, 195, 196
 through contact with successful men, 166
 through home-room programs, 198
 through letters, 155, 156
 and occupational information, 142-194
 programs in, recording of, 196
 through radio programs, 156
 through reading, 144
 through school studies, 168, 169
 through visits to industry, 170
 wide variety of practices, 195
 (*See also* Guidance)
 Vocational motives, 180
 Vocational planning, for college, 189
 for seniors, 152
Vocational Trends, 190
 Vocations, questions about, 165
 Voluntary occupation classes, 160

W

Wagenvoord, Miss, 252
 Wald, Lillian, 76
 Walters, O. V., 101
 Warren, Ohio, steel industry of, 164
 "Wartime Guidance in Vocational Education," 4n.
 Washington, N. J., High School, 6
 Waterloo, Iowa, East High School, 76
 Waukegan, Ill., township High School, 173
 Waukesha, Wis., public schools, 49
 Weaver, Milton R., 20
 Wegener, Frank Corless, 130
 White, Stewart Edward, 76

Whittier, Calif., Union High School, 6
Williamson, E. G., 246
Wilson, Elizabeth, 69, 83, 85, 157
Winnetka, Ill., New Trier Township
 High School, 24, 79, 92, 113, 119, 144
Winter, Olice, 200, 223
Wisconsin State Employment Service, 190
Women's eight-hour law, 189
Woodfield Children's Village, 33
Work experience, 175, 176
Worthington, Minn., High School, 166
Wray, Angelina, 76
Wright, Barbara H., 204
Wyse, John S., 81

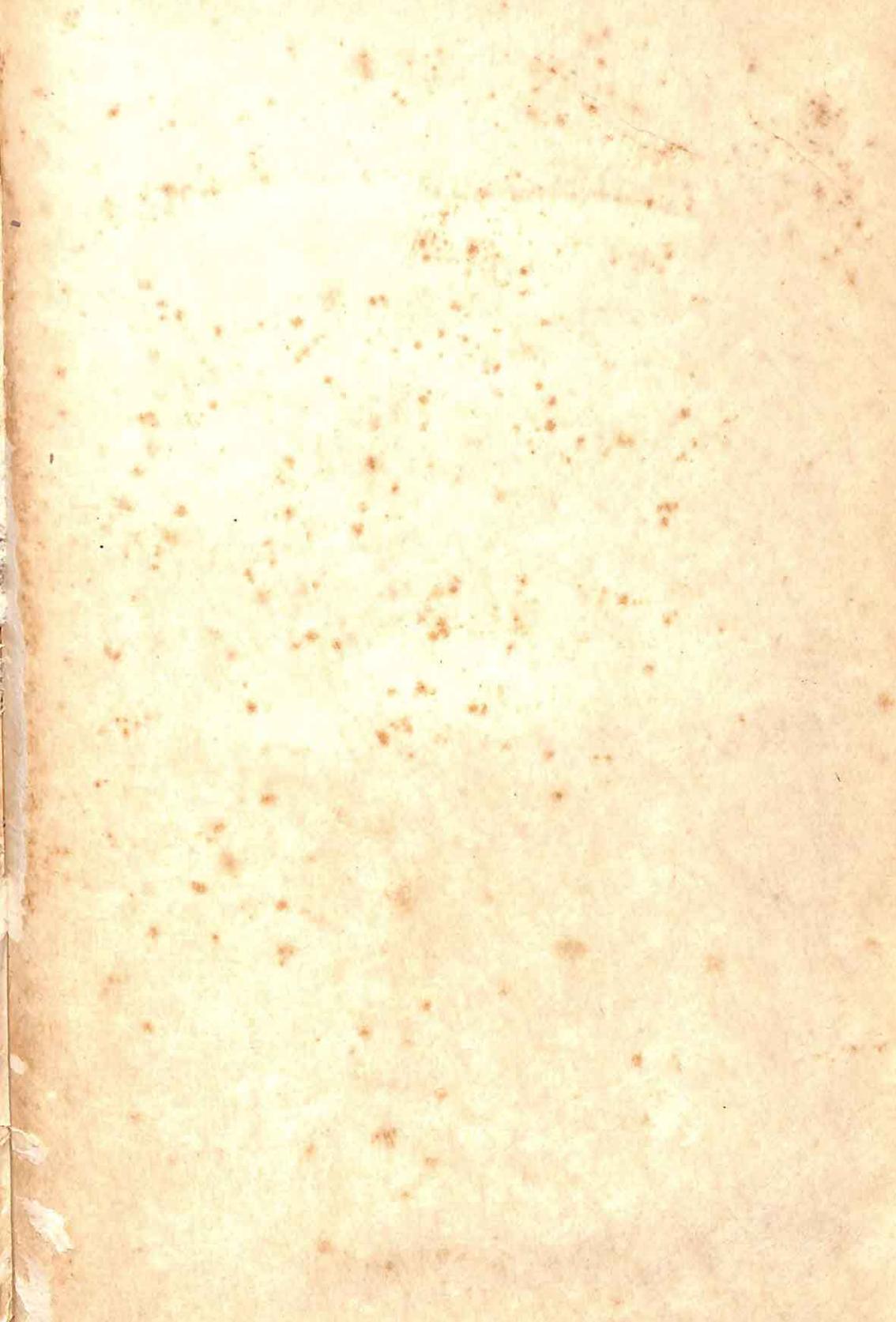
Y

Yonkers, N. Y., Board of Education,
 Department of Guidance, 40
 public schools, 7
Young Men's Christian Association, 33,
 96, 139
Young Women's Christian Association,
 96, 139
Youngstown, O., steel industry of, 164

Z

Zeran, Franklin R., 264
Zucker, Harriet, 128





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